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ABSTRACT

This edition of the annual "Inventory of Research into Higher Education in Canada" contains a description of about 250 research projects that are in progress or were completed during 1975. Intended to be wide in scope, it includes not only research projects but also other contributions to the study of postsecondary education such as innovative and experimental projects, theses, articles, and statistical and other reports. The entries are numbered and classified under the following headings: general, administration, finance, and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. (LBH)

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INVENTORY OF RESEARCH INTO HIGHER EDUCATION IN CANADA

1976

INVENTAIRE DES RECHERCHES SUR L'ENSEIGNEMENT SUPERIEUR AU CANADA

HE 00857

Association of Universities and Colleges of Canada
Association des universités et collèges du Canada

Ottawa 1976

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Editors/Rédacteurs
J.F. Houwing
A.M. Kristjanson

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Ottawa 1976

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INTRODUCTION

The present edition of the annual *Inventory of Research into Higher Education in Canada* contains a description of about 250 research projects which are now in progress or have been completed in the course of 1975. Intended to be wide in scope, it includes not only research projects in the narrow sense of the word, but also other contributions to the study of post-secondary education such as innovative and experimental projects, theses, articles, and statistical and other reports.

The entries are numbered and classified under six headings (see the Table of Contents), and presented as follows:

a) title;
b) brief description;
c) (estimated) date of completion;
d) name and address of principal investigators;
e) source of further details; if absent, inquiries may be addressed to the investigators;
f) publication arising from project: title, where published or available, price, etc.

For brevity's sake, universities at which the investigators are located are indicated by name only; their addresses may be found at the back.

This edition of the *Inventory* does not replace preceding editions; previously published projects have been re-entered only if changes were reported.

March 1976 J.F.H.
A.M.K.

INTRODUCTION

Cette édition de l'*Inventaire des recherches sur l'enseignement supérieur au Canada* contient une description d'environ 250 projets de recherche actuellement en cours ou terminés en 1975. Conçue pour être d'une grande portée, elle comprend non seulement des projets de recherche dans le sens restreint du mot, mais aussi des autres contributions à l'étude de l'enseignement post-secondaire comme des projets d'expérimentation et d'innovation, des thèses, des articles, des rapports statistiques et autres.

Les projets sont numérotés et classés selon six rubriques (voir la Table des matières) et présentés de la façon suivante:

a) titre;
b) brève description;
c) date (présumée) de l'achèvement;
d) nom et adresse des chercheurs principaux;
e) source de détails additionnels; si non, faire les demandes aux chercheurs;
f) publication émanant du projet: titre, lieu de publication ou lieu où la trouver, prix, etc.

Pour abréger, les universités où se trouvent les chercheurs sont désignées uniquement par nom; leurs adresses se trouvent à la fin.

Cette édition de l'*Inventaire* ne remplace pas les précédentes; les projets publiés auparavant ne sont mentionnés à nouveau qu'en cas de changements.

Mars 1976 J.F.H.
A.M.K.

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Organisation et structures; accréditation; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme.

A1 a) To know ourselves - the report of the Commission on Canadian Studies. (Texte français: voir A2) b) Volumes I and II: Canadian content in university and community college curricula; archives and media support for Canadian studies; Canadian studies abroad; relations to private donors. Volumes III and IV: Canadian higher education; scholarly communications, libraries and publishing in Canadian studies; study and conservation of cultural properties; native studies; Canadian studies in schools; human resources in the universities. c) Volumes I and II March 1976; Volumes III and IV Fall 1976. d) T.H.B. Symons, Trent University. f) AUCC, 151 Slater, Ottawa, Ont. K1P 5N1. Volume I and II in one cover and Volume III and IV in one cover $10.00 each, $18.00 both.

A2 a) Se connaître - le rapport de la Commission sur les études canadiennes. (English text: see A1) b) Volumes I et II: contenu canadien dans les programmes d'études des universités et des collèges communautaires; les études canadiennes et leur relation avec les archives et les média; les études canadiennes à l'étranger; relations avec le Mécénat. Volumes III et IV: éducation supérieure au Canada; communications érudites, bibliothèques et l'édition; étude et conservation des propriétés culturelles; études autochtones; études canadiennes dans les écoles; les ressources humaines dans les universités. c) Volumes I et II mars 1976; Volumes III et IV automne 1976. d) T.H.B. Symons, Trent University. f) AUCC, 151 Slater, Ottawa, Ont. K1P 5N1. Volume I et II en un même livre et Volume III et IV en un même livre $10.00 chaque, $18.00 les deux.

A3 a) Coordination of accreditation of health sciences education programs. b) Study of the feasibility of establishing a council for the purpose of coordinating the accreditation of educational programs in the health sciences. c) Sept. 1976. d) Joint Working Group of the Association of Universities and Colleges of Canada and the Association of Canadian Community Colleges, J.F. Houwing, secretary, AUCC, 151 Slater, Ottawa, Ont. K1P 5N1.

A4 a) Needs assessment for management education in Alberta. b) Examination of supply (educational offerings) and demand (job opportunities) conditions for management positions (to be differentiated from business technology). Study examined the programs at universities, public and regional colleges and technical institutes to determine how well offerings fit management needs. c) March 1975. d) Ronald Savitt and T. Daniel, Faculty of Business Administration, University of Alberta. f) Department of Advanced Education and Manpower, Devonian Building, Edmonton, Alta. T5K 0L1.

A5 a) Comparative educational administration. b) Book of readings focusing on organization and administration of education in ten countries, written by authors in these countries. c) Sept. 1976. d) D. Friesen, Faculty of Education,

University of Alberta; Avigdor Farine, Faculté des sciences de l'enseignement, Université de Montréal.

A6 a) Administrative structures in educational organizations. b) Using the Aston approach to assess the nature of organizational structures in educational organizations, the study focuses on colleges, school systems and school units. The development and change of structures will be examined in conjunction with other organizational variables such as leader behavior and organizational climate. c) Continuing. d) D. Friesen, R.P. Heron and Larry Sackney, Faculty of Education, University of Alberta.

A7 a) Report on the survey of Canadian colleges and universities by the Committee to Investigate Teaching. b) The University of Alberta committee surveyed 42 institutions to learn how many have centres for instructional development, and what mechanisms, if any, are employed to recognize and reward excellent teaching. c) March 1976. d) David Otto, Office of Institutional Research and Planning, University of Alberta.

A8 a) The development of Canadian education in the sixties and seventies. b) The report traces the development of education during the 60s and 70s and outlines some areas of concern such as demographic trends, enrolment and mobility patterns, student assistance, research and development, and financial expenditures on education and university research. The primary purpose is to provide consistent statistical series and to identify critical issues. 64 p. c) Fall 1975. d) Max von Zur-Muehlen, Education Support Branch, Department of the Secretary of State, 130 Slater, Ottawa, Ont. K1A 0M5.

A9 a) Canadian graduate education in review. b) In the context of the evolution of Canadian higher education, the paper reviews some aspects of graduate education such as its role, function, costs, number and structure of graduate programs, graduate student assistance, and related matters. c) Feb. 1976. d) Max von Zur-Muehlen (as above).

A10 a) Recent trends in management education in Canadian universities. b) The development of business education is explored by tracing the growth in numbers of full- and part-time undergraduate and graduate students regionally and nationally from the early sixties; changes in socio-economic characteristics of business faculty are investigated. c) Dec. 1975. d) Max von Zur-Muehlen (as above).

A11 a) Annotated selected bibliography of bibliographies on women. b) Updated, expanded and revised version of the project of same title, published by the AUCC Committee on the Status of Women, 1973. c) 1976. d) Margrit Eichler, OISE.

A12 a) Bibliography of materials on Canadian women pertinent to the social sciences and published between 1950 and 1975. b) Updated, expanded and revised version of first bibliography covering the years 1950-1972. c) Jan. 1976. d) Margrit Eichler and Jenny Newton, OISE; Lynne Primrose, Toronto, Ont. f) To be published in *Women in Canada*, ed. M. Stephenson, 2nd ed., Toronto, New Press, 1976.

A13 a) La coopération scientifique bilatérale et son influence sur l'orientation de la recherche universitaire. b) Etude des échanges France-Québec en matière de recherche scientifique et leur impact sur le développement de la recher-

che universitaire. c) Sept. 1977. d) Brigitte Schroeder-Gudehus, Institut d'histoire et de sociopolitique des sciences, Université de Montréal.

A14 a) The university: the anatomy of academe. b) The book compares developments of higher education in England, Canada and the USA, first historically and then in terms of four current issues: goals, governance, academic freedom, the state. c) April 1976. d) Murray G. Ross, York University. f) To be published by McGraw-Hill Publishing Co., April 1976.

A15 a) The evolution of ideas of the university in English-speaking Canada. b) Doctoral dissertation examining the intellectual forces surrounding the founding of selected universities up to 1960. c) Fall 1976. d) Marni de Pencier, Higher Education Group, University of Toronto.

A16 a) Development of educational institutions in nineteenth-century Ontario. b) Examination of the growth of both schools and colleges. For colleges, the study focuses on over-all growth patterns, rivalry, sources of financing, ties to localities and denominations. c) 1977. d) R.D. Gidney and D.A. Lawr, Althouse College, University of Western Ontario.

A17 a) Enseignement du design: un rapport sur le status. b) La recherche établirait une base d'information sur ce qui se fait ou se fera en enseignement du design au niveau national et international, important pour la formation initiale d'un réseau de personnes et d'organisations impliquées dans l'enseignement et la recherche. c) Mars 1976. d) Ronald Levy et Andrée Mongeon, Faculté de l'aménagement, Université de Montréal. f) Conseil national de l'esthétique industrielle, Ottawa, Ont. K1A 0H5. Also available in English.

A18 a) Vers un cadre d'enseignement du design. b) Ce document de travail constitue un premier élément du développement des mécanismes qui permettront d'enseigner le design général à tous les niveaux du système d'enseignement: élémentaire, secondaire, collégial, universitaire, enseignement aux adultes et enseignement non-formel. c) Sept. 1975. d) Ronald Levy, Faculté de l'aménagement, Université de Montréal. f) Conseil national de l'esthétique industrielle (voir plus haut). Also available in English.

A19 a) Les buts institutionnels: rapport d'étape. b) Promouvoir et favoriser la détermination et la révision, par chaque collège, de ses buts et des objectifs institutionnels comme première étape d'un processus global conduisant à son évaluation. c) 1975. d) Mathieu Girard, Centre d'animation, de développement et de recherche en éducation, et Claude Fortier, Fédération des CEGEPs, 1940 est, boulevard Henri-Bourassa, Montréal, Qué. H2B 1S2. f) Fédération des CEGEPs, oct. 1975, 248 p.

A20 a) Analyse institutionnelle; s'évaluer pour évoluer. b) Implantation dans les collèges du Québec de mécanismes d'auto-évaluation, de recherches sur les besoins et la clientèle de l'institution, d'études de rentabilité, de révision des programmes, etc. Création des guides et instruments appropriés. c) 1978-79. d) Paul-Emile Gingras, Pierre Lucier et Gabriel Aubin, Centre d'animation,de développement et de recherche en éducation, 1940 est, boulevard Henri-Bourassa, Montréal, Qué. H2B 1S2. f) Rapport d'étape: CADRE, sept. 1975, 54 p., $3.00.

A GENERAL/GENERALITES

A21 a) Critical survey of current writings on Canadian education. b) The study falls into two parts. Several chapters deal with devices of argument and persuasion used in writings on education and the manner of critically evaluating these writings. Other chapters provide a selective survey of important writings (e.g., reports of Royal Commissions) and apply the evaluation techniques to them. c) August 1976. d) Ralph M. Miller, Faculty of Education, University of Calgary.

A22 a) The evolution of graduate studies in the universities of Ontario, 1841-1971. b) Examination of various traditions and other factors such as curricula. human resources, physical facilities, finances and organization which entered into the establishment and implementation of graduate work. c) Dec. 1975. d) N.L. Nicholson, Faculty of Education, University of Western Ontario. f) Abstract and microfilm: National Library of Canada, 395 Wellington Street, Ottawa, Ont. K1A ON4.

A23 a) Toward teacher education in the year 2000. b) Using a modified Delphi technique and Q-sort procedure, the views of leaders in teachers' associations in all Canadian provinces will be sought concerning the future of teacher education. They will be categorized and tested through a questionnaire to be completed by all respondents. The questionnaire attempts to test views with respect to desirability, feasibility and probable data of acceptance and occurrence of each of the categorized statements. Respondents are also asked to place the statements in the order in which they judge them to have an impact on future education. c) Sept. 1976. d) S.C.T. Clarke, Special Programs, University of Alberta; K.W. Bride, Alberta Teachers' Association, 11010-142 Street, Edmonton, Alta.; H.T. Coutts, Edmonton, Alta.

A24 a) Place du juriste dans la société québécoise. b) Deuxième volet de recherche dont le premier traitait de l'adéquation des programmes des facultés de droit aux fonctions de travail des diplômés. L'objectif global vise à cerner les impératifs et contraintes susceptibles de guider ceux qui élaborent les programmes. Ce deuxième volet veut aller au-delà de l'analyse des carrières actuelles des juristes pour mettre de la lumière sur les besoins de la société ou services juridiques. c) Printemps 1976 (premier volet été 1974). d) Andrée Lajoie, Guy Lord, Françoise Massip et Patrick Molinari, Centre de recherche en droit public, Université de Montréal; Claude Parizeau, 80 Kelvin, Montréal, Qué.

A25 a) A summary and critique of various reports on post-secondary education in Canada, 1960-73+. b) Summary and critique of the Alberta, Saskatchewan, Manitoba and Ontario reports, the Faure report, the OECD report on recurrent education, the UNESCO report on life-long education, and others. d) Alan M. Thomas, OISE. e) Canadian Association for Adult Education, 238 St. George Street, Toronto, Ont. M5R 2P3.

A26 a) Survey analysis of Western Canada university and college student services. b) Analysis of organizational structures, personnel, and type and breadth of functions, ultimately resulting in a directory of student services in Western Canada. c) April 1976. d) Robert C. Willihnganz and Horace D. Beach, Counselling Centre, University of Victoria; William Stewart, Simon Fraser University. e) Robert C. Willihnganz.

A27 a) Towards a university community: UPEI goals in perspective. b) The

report examines the objectives of university education in P.E.I. and makes specific recommendations designed to promote the goals identified. 82 p. See also A28. c) August 1975. d) Leon F. Loucks, M. Mujeeb-ur-Rahman and Barbara Stevenson, University of Prince Edward Island. e) Information Officer, University of Prince Edward Island.

A28 a) Attitudes toward university goals. b) As a supplement to the report *Towards a university community: UPEI goals in perspective* (see A27) the present report examines campus and community attitudes toward the University of Prince Edward Island and its present and future goals. 206 p. c) Sept. 1975. d) Satadal Dasgupta, Harry Love and Richard St. Jean, University of Prince Edward Island. e) Information Officer, University of Prince Edward Island.

A29 a) Histoire des facultés de philosophie. b) La recherche touche l'évolution au Québec, 1940-1970. d) Guy Godin, Institut supérieur des sciences humaines Université Laval. f) La collection *Etudes sur le Québec* des cahiers de l'ISSH.

A30 a) Historical introduction to the teaching of international law in Canada. b) Description of courses, personalities, research and development of international law teaching 1851-1975, to be published in three parts. c) Oct. 1976. d) R. St. J. Macdonald, Faculty of Law, Dalhousie University. e) *Canadian Yearbook of International Law.*

A31 a) Renewal in post-secondary institutions: analysis of strategies. b) Research of literature on educational renewal in colleges and universities in N. America. Using a systems model various approaches to renewal have been analyzed and described. c) Feb. 1976. d) A.G. Konrad and J.M. Small, Faculty of Education, University of Alberta. f) Department of Advanced Education and Manpower, Devonian Building, Edmonton, Alta. T5K 0L1.

A32 a) The university system in Manitoba. b) Historical survey (1877-1967) of the development of a federated university structure which has provided a constitution allowing various forms of association of denominational colleges to provincial university. The different forms permit relationships compatible with the raison d'être of individual colleges and with the academic policies of the university. This accommodation permitted the maintainance until 1967 of a one-university policy. c) Completed. d) Alexander D. Gregor, Faculty of Education, University of Manitoba. f) To be published as chapter in: *Studies in the Educational History of Manitoba*, ed. K. Wilson and A.D. Gregor.

A33 a) Determining the university's goals: the setting of the problem. b) Examination of factors tending to influence a university's choice of goals. c) Jan. 1975. d) Duncan D. Campbell, Department of Extension, University of Alberta. f) *The Canadian Journal of Higher Education*, Vol. 5, No.1, 1975, pp. 53-64.

A34 a) Those tumultuous years; a president's goal for this university. b) Review of public speeches and other statements of the president of the University of Alberta, during the 1960's, as they reflect his conception of appropriate goals for his institution. c) Dec. 1975. d) Duncan D. Campbell (as above).

A35 a) Survey of the international involvement of Canadian universities. b) By means of a questionnaire, information will be obtained on programs of cooperation

between Canadian universities and foreign educational institutions and/or government agencies, and on Canadian academics serving on international associations. c) Fall 1976. d) Robert Patry, Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ont. K1P 5N1.

A36 a) A history of the learned societies in Canada. b) Research to trace their origins and development until circa 1930, with emphasis on their social and intellectual interrelationships. c) 1977. d) Dorothy Bartram, 16 Lochinvar Drive, St. Catherines, Ont. L2T 2B6.

A37 a) Architectural evaluation of educational buildings. b) One and a half year study to develop techniques of evaluating the effectiveness of the design of educational buildings in accomplishing their purposes. c) Jan. 1976. d) Herbert A. Powell, Architectural Technology Department, Ryerson Polytechnical Institute; S.T. Orlowski, Architectural Services, Ministry of Colleges and Universities, Mowat Block, 6th floor, Queen's Park, Toronto, Ont. e) Architectural Services, Ministry of Colleges and Universities.

A38 a) L'intégration des fonctions organisationnelles relativement aux besoins du réseau d'éducation de la région du Saguenay-Lac Saint-Jean. b) Identification et pondération des besoins du système d'éducation de la région à tous les niveaux (y compris au collégial et à l'universitaire), suivies d'une recherche sur les solutions et, éventuellement, d'une action de développement organisationnel. c) 1978. d) André Girard, Université de Montréal; Jean Ladouceur, Université du Québec à Chicoutimi.

A39 a) Report on Conference of Learned Societies, 1975. b) Two-volume report of about 500 pages on the development of the conference. Volume I is a chronological listing of material beginning in February 1974; Volume II contains selected excerpts and data listed by committees. Condensed 25-page version also available. c) Dec. 1975. d) Wm. A. Preshing, Office of Institutional Research and Planning University of Alberta.

A40 a) A study of child care services at Canadian universities. (Texte français: voir A41) b) Study designed to provide Canada-wide data on existing practices, to assess the adequacy and trends of present services and to elaborate possible models for university child care services. 44 p. c) Sept. 1975. d) Elaine M. McLeod, Box 116, Argyle, Man. R0C 0B0. f) AUCC, 151 Slater, Ottawa, Ont. K1P 5N1, $2.00.

A41 a) Une étude sur les services de garderie dans les universités canadiennes. (English text: see A40) b) Etude désignée afin de fournir des données à l'échelle nationale sur les garderies existantes, d'en évaluer leur suffisance et d'élaborer des modèles éventuels pour des services de garderie dans les universités. 48 p. c) Sept. 1975. d) Elaine M. McLeod, Box 116, Argyle, Man. R0C 0B0. f) AUCC, 151 Slater, Ottawa, Ont. K1P 5N1, $2.00.

A42 a) Women and the colleges of applied arts and technology. b) The study assesses the status of women faculty, staff and students in Ontario colleges and recommends steps to be taken by the Ministry of Colleges and Universities and by the colleges to improve women's status. The report contains an appendix on each college with statistics and information on special programs for women and status of women activities. c) Feb. 1975. d) Lesley Lewis, 153 Beresford Avenue, Toronto,

Ont. M6S 3B2. f) Ontario Government Bookstore, 880 Bay Street, Toronto, Ont. $2.50, prepaid.

A43 a) Status of women in Ontario universities. b) The study examines the status of women faculty, students and support staff and recommends to the Ministry of Colleges and Universities and to the universities steps to improve women's status. Appendices provide statistics and report on status of women activities in each university. c) Oct. 1975. d) Gail McIntyre, 128 Winchester Street, Toronto, Ont. M4X 1B4. f) Ontario Government Bookstore (as above). $2.50, prepaid.

A44 a) Women in Canadian universities - a statistical compendium/La femme dans l'université canadienne - un compendium statistique. b) Information by discipline and region on total and female full-time faculty (numbers, degrees, ranks, salaries) and on full- and part-time students, including female students (numbers, levels, degrees granted)/Des renseignements selon la discipline et la région sur le total des enseignants à plein temps et sur les enseignants féminins (nombres, grades, rangs, traitements), et sur le total des étudiants à plein temps et à temps partiel, y compris les étudiantes (nombres, niveaux, grades décernés). c) Oct. 1975. d) Statistics Canada/Statistique Canada, Ottawa, Ont. K1A 0T6.

A45 a) Conditions de la recherche dans les humanités - besoins des chercheurs. b) Etude par un comité spécial établi par le Conseil des arts du Canada en 1973. c) Premier rapport avec un supplément 1975; rapport final 1976. d) Président du comité: Jean-Paul Audet, Département de philosophie, Université de Montréal.

A46 a) A commitment to excellence - report of a task force on graduate studies and research in the humanities and the social sciences. b) Report of the Queen's University task force to the Commission on Graduate Studies in the Humanities and the Social Sciences, established by the Canada Council. The report deals with the purposes of graduate education, the design and structure of graduate programs, the financing of graduate students, basic research within the universities and the role of the Canada Council; it includes proposals for the structure of grant programs. 104 p. c) 1975. d) Task Force on Graduate Studies and Research in the Humanities and the Social Sciences, David Easton, chairman, et al., Queen's University. f) Queen's University, 1975.

See also/Voir aussi:

B10 Demand for and financing of higher education in Canada.

B22 University governance in form and in fact.

C24 Development of criteria and methods for evaluating baccalaureate programs in nursing in Canada.

C31 Teaching and learning, an individualized course in teaching higher education.

E11 Foreign students in Canada: some unresolved issues.

F1 Goals, objectives and functions in adult education.

F2 Survey of continuing education needs - Western Alberta.

A GENERAL/GENERALITES

F18 Counselling and information services for adult learners - a bibliographic review.

F22 The importance of post-literate technology in the non-formal education of pre-literate cultures.

F24 Performa.

F27 L'université et les milieux populaires: perceptions et attentes.

B ADMINISTRATION, FINANCE AND MANPOWER/ADMINISTRATION, FINANCES ET MAIN-D'OEUVRE

Costs; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance; transportation.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration; transport.

B1 a) Survey of administrative information systems. b) Data on administrative computer facilities at 45 Canadian universities and information on computerized functions in the areas of student records, finance, personnel, physical resources, library and planning. Report 40 p. c) May 1975. d) Study Group on Computers, Canadian Association of University Business Officers, 151 Slater, Suite 1103, Ottawa, Ont. K1P 5N1.

B2 a) Evaluation du système coopératif à Sherbrooke; Volume VII - Evaluation financière. (Volumes II - VI: voir C1 et C2) b) Evaluation des avantages et désavantages financiers du système coopératif vs le système traditionnel pour les étudiants (génie, M.B.A., service social et mathématiques appliquées), les professeurs et l'université. c) Nov. 1975. d) Gilles Valence et Gregg Beaudoin, Bureau de développement institutionnel, Université de Sherbrooke. f) ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210; Bibliothèque nationale du Canada, 395 Wellington, Ottawa, Ont. K1A 0N4.

B3 a) Composition of governing bodies of Canadian universities and colleges 1975/Composition des organismes administratifs des universités et collèges du Canada 1975. b) Report on a study of the membership of boards and senates: size, bodies nominating members, sex and university position of members, access to and frequency of meetings, citizenship and residence requirements, terms of office/Rapport sur une étude sur les conseils et sénats: nombre, sexe et situations des membres, organismes nommant les membres, accès aux réunions et leur nombre, exigences de citoyenneté et de résidence, mandats. 51 p. c) Sept. 1975. d) J.F. Houwing and A.M. Kristjanson, Association of Universities and Colleges of Canada. f) Publications Department, AUCC, 151 Slater, Ottawa, Ont. K1P 5N1, $3.00.

B4 a) Use of teleconferences in the administration of a geographically dispersed organization. b) Summary of the experience acquired with teleconferences which have been used for nearly three years in a routine manner in the administration of the Université du Québec. 8 p. c) July 1975. d) J.S. Daniel, Télé-université, Université du Québec.

B5 a) Declining yield on human capital formation in Canadian university education, 1961 to 1972. b) Empirical evaluation of economic returns on a set of 21 undergraduate courses of study and a multiple regression analysis of salary determination for university graduates in the college market. Report 30 p. c) Nov. 1975. d) Ozay Mehmet, Department of Economics, University of Windsor.

B6 a) Labour costs in Canada 1974/Coûts de la main-d'oeuvre au Canada 1974. b) Statistical information on labour costs (wages and salaries; employer and employee contributions regarding workmen's compensation, unemployment insurance,

government and other pension plans, hospital and medicare plans, life and health insurance plans, etc.) in education, including higher education, libraries and museums. In education, figures are presented for non-academic staff and for full- and part-time teaching staff/Renseignements statistiques sur les coûts de la main-d'oeuvre (traitements et salaires; contributions de l'employeur et du salarié concernant les indemnisations des accidents du travail, assurance-chômage, régimes de pensions gouvernementaux et autres, assurance-frais medicaux, assurance-vie, assurance-maladie, etc.) dans l'enseignement, y compris l'enseignement supérieur, bibliothèques et musées. Dans l'enseignement, les données sont indiquées pour le personnel non enseignant et le personnel enseignant à plein temps et à mi-temps. c) Dec. 1975. d) Labour Division, Statistics Canada/Division du travail, Statistique Canada, Ottawa, Ont. K1A 0T6. f) Statistics Canada Catalogue 72-616, 1974.

B7 a) La phase pratique de l'enseignement en technologie agricole au Collège d'Alma. b) Pour réaliser l'objectif global, c.a.d., l'amélioration de la phase pratique de l'enseignement agricole, on établira un inventaire des ressources dont dispose le Collège et on précisera les ressources nécessaires pour un enseignement adéquat de ce programme. c) Mars 1976. d) Gilbert Tremblay, Collège d'Alma, 674 boul. Auger O., Alma, Qué.

B8 a) The role of the community college president. b) PhD dissertation investigating the role of the Canadian community college president and the stresses and influences to which he is subject. c) June 1976. d) Michael Anthony Powell, 72 Indiana Drive, Sault Ste. Marie, Ont.

B9 a) Post-secondary enrolment projections and financial implications for the Atlantic provinces. b) Enrolments will be projected for each of the provinces, starting with Nova Scotia, and financial implications, focusing on primary unit costs, will be determined. First stage consists of projections of basic elementary and secondary school enrolment, to compare with projections based on age-group ratios alone. c) June 1977. d) R.W.B. Jackson, Atlantic Institute of Education, 5244 South Street, Halifax, N.S.

B10 a) Demand for and financing of higher education in Canada. b) The study estimates demand functions for university education during 1951-71 period for all provinces and analyses the federal-provincial fiscal arrangements prevalent during that period. c) Dec. 1975. d) Brahm Prakash, c/o Trikha, Kazi Street, Saharanpur (UP), India. f) OISE.

B11 a) Les disparités de revenu au sein de la main-d'oeuvre hautement qualifiée du Canada. b) La recherche s'interroge sur la pertinence des divers facteurs expliquant les différences de revenu au sein d'une population relativement homogène: nature de l'emploi, environnement du travailleur, caractéristiques personnelles, données par la nature ou acquises par un "investissement dans l'homme". c) Juin 1976. d) Clément Lemelin et Robert Lacroix, Département des sciences économiques, Université de Montréal.

B12 a) Post-secondary Demand and Enrolment Model II. b) Encompassing aspirations, plans and articulation prospects of Manitoba 10th, 11th and 12th graders into and through post-secondary education, the second-generation comprehensive model is a planning tool forecasting post-secondary enrolments three years forward and

allowing for simulation of policy-decision variables to assess their impact. Specific objectives are to provide information on shifts in student preferences for and on real and potential barriers to post-secondary education; to provide profile characteristics of individuals based on various states (going, undecided, not going, not completing secondary, etc.); to provide information on the educational background of students wishing to enter higher education but who are not, in order to identify adjustment needs for post-secondary institutions to accommodate such students; to assess the timing of entry to post-secondary education; and to provide information on the Manitoba student aid program (characteristics of financially impacted students, demand for and awareness of student aid), on the adequacy of counselling services and on shifts in the groups of individuals influencing students' plans. c) March 1977. d) M.D. Beckman and T.S. Major, Faculty of Administrative Studies, University of Manitoba; B.B. Hoffman, Universities Grants Commission; N. Russell and B.J. Warrack, Community Colleges Division, and G. Vmos, Student Aid Division, Department of Colleges and University Affairs, Winnipeg, Man. f) Universities Grants Commission, 11-395 Berry Street, Winnipeg, Man. R3J 1N6.

B13 a) Non-sequential student study. b) The study aims at providing data on non-sequential students - secondary school matriculants with a one- or more-year gap between matriculation and first admission to post-secondary education - needed in the development of a non-sequential sub-model of the Manitoba Post-secondary Demand and Enrolment Model II. c) June 1976. d) M.D. Beckman and T.S. Major, Faculty of Administrative Studies, University of Manitoba. f) Universities Grants Commission (as above).

B14 a) In-depth demand-enrolment study for St. Boniface College. b) Using the same questionnaire and Post-secondary Demand and Enrolment Model II as the Manitoba-wide effort (see B12 above), the study encompasses the total French populations in grades 10, 11 and 12 and will be capable of responding to student aspirations, plans and areas of concern beyond the regional level to the highschool and the individual. Expected applications range from planning to interface delivery between secondary and post-secondary education. c) June 1976. d) Raymond Hébert, St. Boniface College, 200 Cathedral Avenue, Winnipeg, Man. R2H 0H7. f) Universities Grants Commission (as above).

B15 a) Non-participating study. b) Follow-up of students in the 1972, 1973 and 1974 Manitoba grade 12 demand studies who indicated a 20% or better probability of going on to post-secondary education but to date have not. Objectives are to identify and validate factors producing delayed or foregone post-secondary plans and to assist decision-makers in policy formulation directed at eligible non-participants and low participating highschools. c) Dec. 1976. d) M.D. Beckman, Faculty of Administrative Studies, University of Manitoba. f) Universities Grants Commission (as above).

B16 a) Western provinces working seminar: assessing demand for post-secondary education. b) Summary of the June 1975 seminar held to share information about approaches to planning for post-secondary systems and institutions in the Western provinces and to identify common problems. c) June 1975. d) J.A. Riffel, Faculty of Education, University of Manitoba. f) Universities Grants Commission (as above).

B17 a) Benefit-cost analysis of nurse practitioner training. b) In 1971

McMaster University implemented a pilot program to upgrade nurses in order to enable them to undertake part of the clinical work currently performed by physicians. This paper assesses the economic returns from the viewpoint of the individual, society and the government budget. c) 1975. d) Joseph Kushner, Department of Economics, Brock University. f) *Canadian Journal of Public Health* (forthcoming).

B18 a) Economic arguments for preferential treatment of post-secondary education in Northern Ontario. b) Enumeration and theoretical analysis of economic arguments that might be used to justify special (in addition to the provincial per student aid formula) financial assistance to post-secondary educational institutions in Northern Ontario. c) March 1976. d) Peter J. Kuch, Department of Economics, University of Western Ontario. f) Ontario Economic Council, 950 Yonge Street, Toronto, Ont. M4W 2J4.

B19 a) Description and analysis of York University student flows. b) To evaluate recruiting methods, study the interaction of students and programs, and forecast workloads. A transition matrix representation of student flows has been developed, including intake from each Ontario highschool and other sources. The fraction of students entering from a given school has been shown to be strongly influenced, among other factors, by distance from the campus. Student enrolments are translated into workloads using NCHEMS concepts, but own software. It is planned to characterize incoming students by, e.g., grade 13 average marks and to use "nuclear collision" formalisms to describe their interactions with university programs. c) Continuing; annual update. d) D.E. Coates, Special Projects, York University.

B20 a) IS book. b) First edition of the IS book, which will be published annually, containing statistical information on the University of Manitoba: students, courses, grades, staff, finance and space. Analyses include enrolment projections, load unit calculations, percentage grade distributions and standard student calculations. c) Sept. 1975. d) Information Systems, University of Manitoba.

B21 a) Analysis of faculty salaries. b) Using University of Manitoba data on full-time staff and the multiple regression program in the SPSS (statistical package for the social sciences) computer program, a regression model was constructed to predict salaries, including such variables as academic rank, faculty grouping, years in present rank, age, years since highest degree, etc. Teaching ability, research activity, publications, etc., were not included. A sheet was prepared on each staff member showing the calculation of his predicted salary, number of standard deviations above or below the norm and standard error of estimate. c) May 1975. d) Information Systems, University of Manitoba.

B22 a) University governance in form and in fact. b) Questionnaire survey of goals and governance of Canadian universities to be followed by selective interviews of individuals on university campuses. c) Nov. 1978. d) W.A.S. Smith, Faculty of Arts, Simon Fraser University; W.E. Beckel, University of Lethbridge; H. Arnold, Faculty of Management Studies, University of Toronto. e) W.A.S. Smith.

B23 a) Enquête auprès des diplômés des écoles d'architecture du Québec, 1966-1974. b) Enquête socio-économique auprès d'une population estimée à 800 individus comportant caractéristiques socio-géographiques de la clientèle, profil des études, insertion dans l'activité économique et dans les structures professionnelles,

et opinions sur l'adéquation des études. c) Sept. 1975; rapport final sept. 1977. d) Ricardo Vergès-Escuin, Ecole d'architecture, Université de Montréal.

B24 a) Offre et demande d'architectes au Québec, 1951-1983. b) Définition et mesure de l'offre potentielle d'architectes à partir d'une année origine; mesure par agrégation démographique de l'offre initiale, de l'immigration, des nouveaux gradués et de la migration entrante. Elaboration d'un modèle de régression entre la construction immobilière neuve et l'activité des architectes; définition et mesure de cette activité en fonction de ce modèle. Etude de l'ajustement par différentiation entre l'offre et la demande; explication de l'excédent par l'émigration, la migration sortante, le chômage et le changement de profession. c) Fév. 1976. d) Ricardo Vergès-Escuin (voir plus haut).

B25 a) Teacher employment and job assignment. b) Investigation of employment opportunities for graduates from the College of Education, University of Saskatchewan, and match and mis-match between training received and job requirements. Job opportunities in 1974-75 were very good, but some disturbing mis-matches between training and job assignments were found. c) March 1975. d) Bikkar S. Randhawa, College of Education, University of Iowa, Iowa City, Iowa 52242; J.B. Kirkpatrick, College of Education, University of Saskatchewan. f) *Saskatchewan Journal of Educational Research and Development*, 1975, 5 (2), pp. 53-63.

B26 a) Financial plan project. b) Part of this project involves a theoretical examination of methods for allocating resources by governments to institutions, including formula and non-formula financing techniques that are institutional, student and professor-based. c) Oct. 1977. d) Bernard S. Sheehan, Financial Plan Project, University of Calgary.

B27 a) Faculty flow model. b) The model simulates future faculty age, rank and contract status profiles using historical transition and termination probabilities and various hiring policies. c) Ongoing. d) Ray Lobban, Department of Information Analysis and Systems, University of Western Ontario.

B28 a) Administrative data extrapolator. b) The system allows simulation of a budget (or simply administrative data) under different conditions for 12 periods. Each budget line (data element) may be a function of one or more other lines. The model allows easy change of one budget line and shows how this affects the overall budget. c) Ongoing. d) Ray Lobban and Peter Vanexan, Department of Information Analysis and Systems, University of Western Ontario.

B29 a) Section size analysis. b) The analysis provides input to projects concerned with internal space allocations and other resource planning methodologies being undertaken within the university. c) Summer 1975. d) Glenn Buck, Department of Information Analysis and Systems, University of Western Ontario.

B30 a) Student flow model. b) The model simulates transitions (from program to program and level to level) of the UWO student population and projects program enrolment profiles under various admission and administrative conditions. Used for producing five-year forecasts for use in budget and planning purposes within the university and for government agencies. c) Ongoing. d) Richard John Karbownik, Department of Information Analysis and Systems, University of Western Ontario.

B ADMINISTRATION, FINANCE AND MANPOWER/ADMINISTRATION, FINANCES ET MAIN-D'OEUVRE

B31 a) Space utilization study. b) To provide background information for discussions on time-tabling and utilization of teaching space at UWO. The study attempted to initiate measures other than student contact hours in teaching space allocation. c) Spring 1975. d) Sajid Maqsood. e) Glenn Buck, Department of Information Analysis and Systems, University of Western Ontario.

B32 a) Spring and summer session course cancellation criteria. b) Project to develop a methodology for determining criteria to be used in deciding which of the spring and summer session course offerings at the University of Calgary should be cancelled on the basis of economic considerations. c) Winter 1975. d) M.G. Michaels, Office of Institutional Research, University of Calgary.

B33 a) Student post-graduation employment survey. b) Survey, by department, of employment patterns of 1974-75 University of Victoria graduates, including alternative activities, job satisfaction, salary, sex, geographic limitations and relationship of employment to university training. c) March 1976. d) Joel Newman, Counselling Centre, University of Victoria.

B34 a) Eléments d'un modèle global de planification des effectifs étudiants au niveau universitaire. b) La mise en place d'une planification des effectifs étudiants exige trois préalables: analyse prospective de la structure professionnelle, estimation de la demande sociale et analyse du lien formation-emploi. A partir d'une structuration du système universitaire et d'un système d'information sur les étudiants, il devient alors possible de bâtir un modèle de planification en fonction de contraintes et d'objectifs réalistes. La divergence des objectifs de l'enseignement supérieur ne peut permettre une résolution automatique de programme mathématique engendré mais favorise plutôt l'implantation d'un système interactif homme-ordinateur. Sous une forme aussi peu quantitative que possible il s'agit de prouver l'utilité et le réalisme d'un modèle de planification des effectifs étudiants au niveau du système universitaire québécois. c) Juin 1975. d) Gilles Guérin, Ecole de relations industrielles, Université de Montréal. f) *La revue canadienne d'enseignement supérieur*, Vol. V, No. 2, 1975, pp. 9-22.

B35 a) La planification universitaire au niveau du secteur d'étude. b) Centrée sur l'unité organisationnelle de base, soit le secteur d'étude, la recherche poursuit un double rôle: influencer l'élaboration du plan cadre général (au niveau de l'ensemble des secteurs d'étude) et permettre une gestion rationnelle à l'intérieur d'un sous-plan cadre spécifique au secteur d'étude. Le premier rôle suppose la collecte d'une information souvent plus réaliste et mieux perçue dans les unités de base qu'au niveau du planificateur central. L'information se compose d'estimation et prévision de la demande sociale pour être éduqué dans ce secteur d'étude, du lien formation-emploi ou diffusion des gradués du secteur dans les structures d'emploi, et de la demande économique pour ces emplois. Une permanente analyse prospective de ces aspects devrait exister au niveau de chacun des secteurs d'étude. Comme secteur pilote, le secteur des relations industrielles a été choisi. c) Sept. 1977. d) Gilles Guérin (voir plus haut).

B36 a) Notes pour une analyse économique de l'université. b) Partant de développements récents de la théorie économique (droits de propriété, comportements discrétionnaires dans les organisations, théorie des institutions sans but lucratif), l'étude essaie d'en vérifier la pertinence pour l'étude des comportements des universités au niveau de leur fonctionnement et financement. c) Déc. 1976. d)

Jean-Yves Desrosiers, 812 Jean-Noël, App. 19, Ste-Foy, Qué.

B37 a) Location and type of practice of Dalhousie medical graduates, 1950-1970. b) Investigation of certain aspects of medical student movement from province to province and their movement into and out of general practice and the specialties after graduation. Also examined were physician manpower needs and how well these needs will be met in the Maritimes in future years. c) Spring 1975. d) C.B. Stewart, Douglas Ralston and Judith Benjamin, Health Sciences Division, Dalhousie University. f) *The Nova Scotia Medical Bulletin*, June 1975, pp. 71-83.

B38 a) Follow-up study of non-matriculated adult students in the Faculty of Education, University of Alberta. b) Between 1969 and 1972, 220 education students were admitted although lacking normal admission requirements. The study seeks to assess, by means of analysis of records, their success at the university and in subsequent teaching roles. c) June 1976. d) J.M. Small, Faculty of Education, University of Alberta.

B39 a) Analysis of the labor market for lawyers. b) Case study in the behavior of labor markets for professionals, with special reference to short-run adjustments under varying economic conditions. Some comparison with lawyers' labor markets in the U.S.A. is also contemplated. Examination of long-run supply of lawyers will focus on the supply of and demand for places in law schools. c) 1976-77. d) Noah M. Meltz, Centre for Industrial Relations, and David A.A. Stager, Institute for Policy Analysis, University of Toronto.

B40 a) Opération sciences fondamentales. b) Opération de planification du ministère de l'Education du Québec portant sur les activités d'enseignement et de recherches en sciences fondamentales dans les universités du Québec. c) Fév. 1976. d) Serge Lapointe, Université du Québec; Louis-Marc Gauthier, Conseil des universités, 2700 boulevard Laurier, Ste-Foy, Qué.; Adam Nagy, Université du Québec à Chicoutimi; Yvon Sicotte, Département de chimie, Université de Montréal; Fernand Bonenfant, Faculté des sciences et de génie, Université Laval. f) *Rapport de l'Opération Sciences Fondamentales*, Ministère de l'Education, fév. 1976.

B41 a) Graduate survey. b) Follow-up questionnaire survey to obtain data on work experiences and further education endeavours of University of Guelph graduates. Specific information is collected on methods and criteria used by graduates in securing their first permanent full-time job, nature of employment obtained (salaries, geographic location, type of employing organization), and level of satisfaction with first full-time job. c) Ongoing. Report on 1973 survey available. Report on 1974 survey May 1976. d) Lynda Haywood, Department of Career Planning and Placement, University of Guelph.

B42 a) Modeling techniques for educational systems. b) The student population in an educational institution determines, directly or indirectly, the number of staff, equipment, space and other facilities. The purpose of the study is to apply time-series and stochastic techniques to the modeling of educational systems, using McMaster's engineering school as an example. c) March 1975. d) C.D. diCenzo and N.K. Sinha, Faculty of Engineering, McMaster University. f) "Stochastic models for an educational system", *International Journal of System Science*, Vol. 6, 1975, pp. 1001-1007; "A state-space model for the student population in an educational system", *Institute of Electrical and Electronics Engineers Transactions on Systems*,

Man, and Cybernetics, Vol. SMC-5, 1975, pp. 437-440.

B43 a) A stochastic model relating secondary school and university performances. b) Development of a stochastic model relating grades obtained in the senior high-school year to the first year of the university engineering program. The model should be useful in determining admission standards and provide information for guidance and counselling purposes. c) June 1976. d) C.D. diCenzo and N.K. Sinha (as above).

B44 a) The University of Alberta Data Book 1974-75. b) A 114-page compilation of statistics on students, courses, finances, staff, space, etc., including definitions of measures used. Historical data up to five years are shown. c) Nov. 1975. d) Deborah Wener, Office of Institutional Research and Planning, University of Alberta.

B45 a) Survey of employment opportunities for 1973 University of Alberta graduates. b) Questionnaire approach to a random sample of graduates to ascertain employment opportunities experienced. Factors such as relevancy of education, mobility, grades, salaries, interviews, job offers, etc., were examined. A separate questionnaire was sent to 1972-73 PhD graduates; selected comments on problems encountered or concerns felt by them are included. Report 53 p. c) Dec. 1975. d) George N.S. Zaharia, Office of Institutional Research and Planning, University of Alberta.

B46 a) Total revenue and expenses for provincially assisted universities of Ontario for the fiscal year ended April 30, 1975. b) Comparative analysis of university financial statements. c) Nov. 1975. d) Committee of Finance Officers - Universities of Ontario. f) Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ont. M5S 2T4.

B47 a) Preliminary operating budget forecasts for provincially assisted universities of Ontario for the fiscal year ending April 30, 1976. c) Jan. 1976. d) Committee of Finance Officers - Universities of Ontario. f) Council of Ontario Universities (as above), $10.00.

See also/Voir aussi:

A4 Needs assessment for management education in Alberta.

A8 The development of Canadian education in the sixties and seventies.

A9 Canadian graduate education in review.

A14 The university: the anatomy of academe.

A24 Place du juriste dans la société québécoise.

D5 Optimizing faculty staffing decisions in changing and conflicting conditions.

E10 Canadian students abroad and foreign students in Canada.

E11 Foreign students in Canada: some unresolved issues.

B ADMINISTRATION, FINANCE AND MANPOWER/ADMINISTRATION, FINANCES ET MAIN-D'OEUVRE

E15 The PhD dilemma revisited.

E19 Les diplômés en sciences de l'éducation.

E20 Aspects de l'expérience universitaire et de la carrière professionnelle des étudiants.

E25 Bending the rules.

E26 Recherche et élaboration d'un programme de simulation en vue de connaître l'évolution des coûts d'un régime d'aide financière aux étudiants de niveau post-secondaire.

E27 Recherche et élaboration du contenu et de la présentation d'un annuaire statistique sur les diverses composantes du régime d'aide financière aux étudiants.

E28 Etude sur l'indexation du budget étudiant comme composante d'un régime d'aide financière aux étudiants.

E29 Etude sur le fardeau de l'endettement étudiant, dans un régime d'aide financière aux étudiants, sous formes de prêts et de bourses.

E44 Rank in class and size of community of origin as factors affecting the career choice and place of practice of medical graduates.

E46 Interfaces between post-secondary education, primary and secondary education, and the labor market.

E59 Post-doctoral education in the Ontario universities 1973-74.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Evaluation du système coopératif à Sherbrooke; Volumes II, III, IV et V. (Volume VI: voir C2; Volume VII: voir B2) b) Evaluation de l'impact pédagogique sur les étudiants du génie (Vol. II), M.B.A. (Vol. III), service social (Vol. IV) et mathématiques appliquées (Vol. V) à partir de variables ayant trait aux objectifs poursuivis par le système coopératif et aux conséquences qu'il entraîne. Effectuée à partir de la comparaison des étudiants finissants du système coopératif et du système traditionnel. Des débutants furent inclus dans l'analyse afin d'ajuster les résultats pour les différences ressortant au niveau des débutants. c) Nov. 1975. d) Gilles Valence et Gregg Beaudoin, Bureau de développement institutionnel, Université de Sherbrooke. f) ERIC Document Reproduction Service, P. O. Box 190, Arlington, Va. 22210; Bibliothèque nationale du Canada, 395 Wellington, Ottawa, Ont. K1A 0N4.

C2 a) Evaluation du système coopératif à Sherbrooke; Volume VI - Evaluation pédagogique auprès des professeurs et des employeurs. (Volumes II - V: voir C1; Volume VII: voir B2) b) Perception des professeurs de l'impact pédagogique du système coopératif sur les étudiants et relevé de l'évaluation des étudiants du système vs ceux du système traditionnel par les employeurs. c) Nov. 1975. d) Gilles Valence et Gregg Beaudoin (voir plus haut). f) ERIC Document Reproduction Service; Bibliothèque nationale du Canada (voir plus haut).

C3 a) Educational techniques in family practice teaching. b) Monograph to assist family practice doctors in teaching medical students in office and hospital settings. c) Summer 1976. d) D.E. Dunn and L. Dempsey, Family and Community Practice Unit, Sunnybrook Medical Centre, 2075 Bayview Avenue, Toronto, Ont. M4N 3M5; R.G. Tiberius, Faculty of Medicine, University of Toronto.

C4 a) Medical ethics seminars. b) Plan for an educational system to bring the study of ethical or moral issues to medical students. Fitted to the requirements of a professionally oriented, overworked class of students, it is based on a system of seminars with students introducing issues from their own experience, so that the topic is sure to be relevant to students. Students rotate responsibility for the seminars so that no one is overburdened by time spent away from study. c) Winter 1975. d) R.G. Tiberius (as above).

C5 a) Teaching and learning: an evaluation of the Ontario Universities Program for Instructional Development. b) Report 89 p. c) Sept. 1975. d) A.N. Main, Committee for the Training of University Teachers, United Kingdom; A. Berland, Faculty of Humanities, McMaster University; P. Morand, Department of Chemistry, University of Ottawa. f) Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ont. M5S 2T4.

C6 a) Self-paced learning-instrumentation technology (SPLIT). b) Individualized program based on problem solving/trouble shooting "systems" commonly found in

industrial instrumentation. c) 1978. d) R.A Nesbitt and D.H. Wilson, St. Lawrence College of Applied Arts and Technology, Kingston, Ont. f) *College Bibliocentre Newsletter*, Sept. 1974.

C7 a) Industrial instrumentation i^2 project. b) Preparation of 220 paper-based individualized learning packages to support behavioural objectives, by specialists in colleges, armed forces and industry. They contain learning material, self-test and achievement test and can be nationally accessed through the College Bibliocentre, Toronto, by any person/institution involved in training. c) Sept. 1976. d) R.A. Nesbitt (as above).

C8 a) Programs for curriculum workers. b) Study of programs needed for curriculum specialists training at universities, examining two areas: expectations for such programs and competencies seen as essential for curriculum workers. c) 1976. d) D. Friesen, Faculty of Education, University of Alberta.

C9 a) The role of educational psychology in Ontario's teacher education programs. b) Survey of education faculties and colleges examining educational psychology component of each teacher education program. Course requirements, class contact time, enrolments, problems and related concerns are considered for each setting. c) May 1975. d) Howard A. Smith, Faculty of Education, Queen's University. f) Abstract in *Proceedings, 3rd Annual Conference*, Canadian Society for the Study of Education, 1975, 3, 138.

C10 a) Analysis of skills required for hospitality, tourism, recreation and related industries and outline of courses and programs for these industries. b) Analysis of supervisory and management jobs and identification, through the Indecore process, of the skills required by those presently filling these jobs in order to develop courses and programs for post-secondary and adult training. Limited circulation report. c) Dec. 1975. d) Leo A. Mitchell, Program Resources Branch, Ministry of Colleges and Universities, Toronto, Ont. M7A 1B8.

C11 a) Analysis of learning and retention of first year economics. b) The purpose is to examine how much is learned in the first year economics course and how much is retained over a five-year period following course completion. A special test was developed. The first part of the project has been computed, the second is in progress. c) Sept. 1976. d) R.W. Crowley, Policy and Research Wing, Ministry of State for Urban Affairs, Ottawa, Ont. K1A 0P6; J.A. Wilton, Department of Economics, University of Guelph.

C12 a) Evaluation of a revised undergraduate medical curriculum. b) By using a series of measures obtained before and after a major curriculum revision, the study will examine the effectiveness of recent changes advocated in medical education. Variables for analysis include an earlier introduction to clinical medicine, a reduction in formal core instruction, greater reliance on interdisciplinary teaching and the feasibility of a three-year undergraduate curriculum. c) March 1978. d) J. Molineux, Office of Service and Research in Medical Education, University of Western Ontario.

C13 a) Patient simulations by medical students. b) Fifteen first-year medical students are trained to play the role of clinical patients and then take part in the clinical skills course of second-year students. While learning some basic

clinical concepts, they also gain an appreciation of what it is like to be a patient. c) Unknown. d) A.M. Bryans, Health Sciences Office of Education, Queen's University.

C14 a) Development and use of a new type of facility in health science education. b) The Clinical Learning Centre functions as a purely educational facility for learning clinical skills by students in medicine, nursing and rehabilitation medicine. A register of volunteer patients contribute to the educational program. Controlled studies have documented that medical students learn clinical skills in this facility as well as in traditional hospital settings. Factors contributing to the motivation of volunteers are evaluated. c) March 1976. d) A.M. Bryans (as above). f) *Journal of Medical Education*, Vol. 50, March 1975.

C15 a) University educational program for family practice nurses (nurse practitioners). b) Report on a program to provide post-basic continuing education to nurses who will function in primary care as physician associates. Preference is given to nurses residing in remote medically underserviced areas and to nurses who will function as a role model in provinces where such education programs are now established. c) April 1976. d) Dorothy J. Kergin, School of Nursing, McMaster University; Walter O. Spitzer, Division of Family Medicine, Montreal General Hospital, Montreal, Que. H3G 1A4.

C16 a) Universal computing science curriculum. b) Development of a curriculum to service different students wishing to learn something about computing science; to enable them to acquire varying amounts of background in this science; and, at the same time, to furnish a preparation for majors in this field. The curriculum is developed around core courses taught by computing scientists and integrated with applied courses taught by computer users. The program is still considered of an experimental nature, although the overall approach has proven to be successful. Present emphasis is on improved integration of applied with core courses. c) Ongoing. d) Theodor D. Sterling, Computing Science Program, Simon Fraser University. f) "Single-track universal curriculum for computing science", *Infor, Canadian Journal of Operational Research and Information Processing*, Feb. 1976.

C17 a) Comparison of teacher-directed and non-teacher-directed groups in elementary college-level language courses to determine learning outcomes. b) PhD thesis. c) Oct. 1975. d) Michael Gibbons, Collège Sainte-Anne, Church Point, N.S. f) College of Education Library, Ohio State University, Columbus, Ohio 43210.

C18 a) Computer-based patient management problems as an assessment of medical students doing an elective course in a department of anaesthesia. b) To investigate whether there is a change in students' ability to solve patient management problems related to anaesthesia after completion of a four-week elective course. The computer-based system to be used has already been briefly described in connection with continuing education of family practitioners administering anaesthesia on a part-time basis; *Can. Anaes. Soc. J.* 20: 578, 1973. c) Dec. 1976. d) J. W. R. McIntyre, Department of Anaesthesia, University Hospital, University of Alberta.

C19 a) Development of upgrading course for Northern Alberta Institute of Technology instructors: curriculum development and instructional/learning systems.

b) Methodology course in curriculum design and modes of delivery. The participants learn relevant theory; are guided in producing a unitized course outline based on measurable, terminal, behavioral objectives; and develop the specification and delivery systems suitable to curriculum content, level of instruction, and particular student group of each participant's chosen course. Final report will include a summary of course participants' perception of desirable change in the fulfillment of their role as instructors, which change can be attributed to having taken the course. c) Dec. 1976. d) P.L. Strohschein, Division of Research and Academic Development, Northern Alberta Institute of Technology, Edmonton, Alta. T5G 2R1.

C20 a) Generic learning in chemistry and the Daasan approach. b) Study of the effect of a generic learning program on concept development in college chemistry students, using Bloom's taxonomy of educational objectives to help plan learning situations to teach science concepts. An experimental program was developed for 1974-75; students were compared with a control group. c) June 1976. d) Subbanna V. Valamudy, Dawson College, 1001 Sherbrooke Street East, Montreal, Que. H2L 1L3.

C21 a) Evaluative study of the instructional model of Mount Royal Community College. b) Objectives were to describe and characterize the instructional system in operation at the college, to assess the extent to which it was consistent with the model proposed in 1969, to account for discrepancies, and to make recommendations regarding the future development and especially the instructional program. Report entitled *A college in progress*. c) Dec. 1975. d) E.J. Ingram, R. C. Bryce, R.G. McIntosh, B.W. Pickard and W. Workman, Faculty of Education, University of Alberta.

C22 a) Learning from television. b) Learning taking place from television, the study attempts to discover and investigate the variables affecting learning effectiveness: e.g., student personality variables, amount and type of visual insert material in the tapes, audience effects, dry vs interesting subject matter. c) Ongoing. Interim results available. d) A.M. Sullivan, R. Maddigan, E. Andrews and C. Noseworthy, Junior Division, Memorial University.

C23 a) Open access study plan. b) The plan is designed to remedy some of the fundamental inequalities of access to programming in graduate education in Atlantic Canada. Programs are not offered in the traditional sense. Studies are sponsored if adequate resources can be mobilized and are tailored to individual needs; they lead to a MEd or PhD degree of the Atlantic Institute of Education. c) 1979. d) James A. Muir, Atlantic Institute of Education, 5244 South Street, Halifax, N.S. B3J 1A4.

C24 a) Development of criteria and methods for evaluating baccalaureate programs in nursing in Canada. b) The project is based on the assumption that evaluation should answer three questions: To what extent are purposes and goals valid? To what extent are the approach, operations and activities fulfilling the purposes? What factors influence a program, either to support and augment or to impede its development? The degree of relevancy, relatedness, accountability and uniqueness of a program are being assessed. Criteria and methodologies are being developed and tested in baccalaureate programs and will eventually form the basis for accreditation. c) In progress. d) Susan E. French, CAUSN Committee on Accreditation, Faculty of Health Sciences, McMaster University.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C25 a) Personalizing instruction in college chemistry and biology. b) Evaluation of P.S.I. (Keller Plan) courses in general chemistry and introductory biology. Effectiveness of student proctors drawn from CEGEP science programs. Design of a course for student proctors within the collegial system. c) Ongoing. d) Peter P. Berlow, David Cash and Keith Fern, Department of Chemistry and Biology, Dawson College, 1001 Sherbrooke Street East, Montreal, Que. H2L 1L3.

C26 a) Grade point study. b) Attempt to compare statistics over time to observe which students failed and validate whether the checkpoints in the grade point system were contributing to failures or functioning as designed. c) Spring 1975. d) Paul Allen and Garry Almond, Department of Information Analysis and systems, University of Western Ontario.

C27 a) BAROW: a model for teaching of composition. b) The study will involve an experimental and a control group of students taking first-year university English. The former will receive systematic training in generating and organizing ideas, in addition to the usual composition skills; tha latter will be taught in the traditional way. c) Dec. 1976. d) Ray Martin, Counselling Centre, and Brian Grafton, Department of English, University of Victoria.

C28 a) Empirical evaluation of three orientations towards teaching: philetics, didactics and heuristics. b) Attempt to evaluate empirically the philetic, didactic and heuristic orientations towards teaching which originate in the writings of Harry Broudy; these orientations turn out to have some empirical support. c) 1975. d) Rodney A. Clifton, Institute for Research in Human Abilities, Memorial University.

C29 a) Evaluation d'un système d'enseignement. b) L'enseignement coopératif est un mode d'apprentissage selon lequel les connaissances acquises en institution sont graduellement expérimentées et améliorées à l'occasion des stages dans l'entreprise. c) Déc. 1976. d) Pierre de Breyne, CEGEP de l'Outaouais, C.P. 220, Hull, Qué.

C30 a) Qualitative analysis of the University of Lethbridge teacher education program. b) The project is developing a data bank on three populations of education students, including data on some of these students during their first, third and fifth year of teaching. The first population will be used to survey the data for interesting relationships, the second to develop these relationships into possible hypotheses and the third to test these hypotheses. Data analysis and report writing should begin during the 1975-76 year. c) Indefinite. d) Vern Dravland, Faculty of Education Research Centre, University of Lethbridge.

C31 a) Teaching and learning, an individualized course in teaching higher education. b) Modularized, self-instructional course for graduate students, teaching-assistants, lab demonstrators and faculty. Resource people from the Centre for Learning and Development are available for consultation. Eight modules: designing individualized and self-instructional materials; characteristics of effective instruction; background and introduction to student motivation; group discussion workshop; introduction to the basic principles of systematic instruction; setting instructional objectives; course evaluation; grading. c) Continuing. d) Bruce M. Shore, Charles E. Pascal and Heather M. Kalinowski, Centre for Learning and Development, McGill University.

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C32 a) Students' evaluation of instructors: after the examination, names identified versus anonymous. b) Study to investigate the difference, if any, in students' evaluation of the instructor before and after students knew their marks and between when they identified themselves and when they remained anonymous. It was found that the same instructor was rated significantly lower after students knew their marks than before and also when they remained anonymous than when they had to identify themselves. Report 15 p., mimeo. c) June 1975. d) George S.C. Cheong, Department of Education, Mount Saint Vincent University.

C33 a) Création et validation du matériel didactique pour la formation en counseling et en relations humaines. b) L'objet est de créer, d'expérimenter et de valider un programme d'entraînement et de formation axé sur le développement de la compétence interpersonnelle des aidants professionnels. Ceci implique la clarification des fondements théoriques et empiriques sous-tendant un tel programme de même que la création de matériel didactique approprié aux objectifs poursuivis. d) Yves Marcoux et Gilles Deshaies, Faculté des sciences de l'éducation, Université Laval. e) Yves Marcoux.

C34 a) Evaluation of master of business administration program by graduates. b) A survey of Dalhousie MBA graduates with emphasis on demographic characteristics of graduates, relation between academic performance and subsequent career progress, and evaluation of program content in terms of subsequent job requirements. c) 1976. d) P.J. Rosson and R.W. Sweitzer, School of Business Administration, Dalhousie University.

C35 a) Study of the predictive value of the business aptitude test based on the performance of students in the Dalhousie MBA program. c) June 1976. d) R.G. Storey and L.W. Mealiea, School of Business Administration, Dalhousie University.

C36 a) Career exploration through videotape. b) The object is to make job descriptions through use of portapac tv equipment. About two dozen 20-minute tapes have been completed by students of Career Development II and researchers, involving learning about tv equipment use, intensive study of a local job, script writing and planning, filming and evaluating the tapes' utility. A longitudinal study is being carried out. c) In progress. d) Raymond H. Henjum, Faculty of Education, University of Manitoba.

C37 a) Replication of professional environment in the classroom. b) Students are required to produce design reports in a situation replicating the delivery of engineering services as practised in Ontario today. Proposals are called for and consultants with sub-consultants approved before a contract is signed. Marks are awarded for services rendered, as contracted, by regular submission of progress and oral reports. c) 1976. d) W. James, Faculty of Engineering, McMaster University.

C38 a) An analysis of the evolving clinical methods of medical students. b) The aim is to characterize the evolution of clinical problem-solving in undergraduate MD students. Randomly selected students were observed and video-taped in the work-up of a simulated patient, and then reviewed the tape in an attempt to reveal their thinking process during the encounter. The simulated recall and the clinical encounter were transcribed for computer analysis. Results to date indicate that beginning students possess many of the problem-solving characteristics

of final-year students and clinicians. This approach bears little resemblance to the prototypes suggested in clinical-diagnosis textbooks. Rather, information is elicited to establish a rank-ordering among a limited set of diagnostic hypotheses generated in the first few minutes of contact with the patient. c) June 1976. d) V.R. Neufeld, H.S. Barrows, J. Feightner and G.R. Norman, Faculty of Health Sciences, McMaster University. e) G.R. Norman.

C39 a) The validity of patient management problems. b) Assessment of the validity of written and computer-based patient problems. Performance of a clinical clerk or resident, measured by which items of information were elicited on the written or computer problem, is compared with performance in the clinical encounter using a person trained to simulate the identical patient problem. Results will indicate if significant differences exist between problem-solving approaches in the two formats. If so, the validity of written simulation as a representation of the clinical situation is open to question. c) Sept. 1976. d) J.W. Feightner and G.R. Norman, Faculty of Health Sciences, McMaster University. e) G.R. Norman.

C40 a) Teaching problem-solving skills to undergraduate students. b) Professor attends and meets with a group in a voluntary non-credit tutorial to observe how students solve homework problems. Objectives are to see the training professors give in present classes, to observe students' difficulties in solving problems and to make recommendations as to how to teach problem solving. c) 1978. d) Donald R. Woods, Terrence W. Hoffman, Joseph D. Wright and Cameron M. Crowe, Faculty of Engineering, McMaster University. e) D.R. Woods.

C41 a) Les besoins de formation de base et de perfectionnement des pharmaciens du Québec. b) Le but est de participer à la réorganisation des programmes de formation universitaire par une étude des besoins et des ressources de formation. L'étude des besoins est basée sur l'examen critique de la profession pharmaceutique et des fonctions des pharmaciens dans différents milieux de travail. La disponibilité des pharmaciens face au perfectionnement est aussi étudiée. c) Août 1976. d) Denis Allard, Faculté de l'éducation permanente, et Raymonde Marinier, Faculté de pharmacie, Université de Montréal.

C42 a) Profils d'apprentissage de l'étudiant adulte et ressources didactiques correspondantes. b) Etude sur les systèmes ouverts en éducation. Le style d'apprentissage se définit par la manière dont l'étudiant prend conscience de son environnement, y forme une signification et devient informé. Chaque profil d'apprentissage, comme chaque étudiant, est donc différent. Aussi l'étudiant doit-il arriver à sa disposition des instruments qui lui permettent de tracer son profil d'apprentissage, afin de se diriger vers les situations d'apprentissage qui correspondent le mieux à ses caractéristiques individuelles. c) 1978. d) André Morin, Richard Prégent, Zarmine Torrossian, Jean-Claude Boudreault, Robert Patenaude, Constantin Fotinas et Françoise Bray, Faculté des sciences de l'éducation, Université de Montréal; Stéphanie Dansereau, Sciences de l'éducation, Université du Québec à Montréal.

C43 a) L'évaluation, l'organisation des groupes et les stratégies éducatives dans un système ouvert. b) Dans une organisation pédagogique ouverte, on ne peut appliquer des principes d'évaluation conçus pour un système fermé soit: une évaluation exclusivement cognitive, généralement sélective et sous forme de tests dans un processus autonome d'apprentissage. Il s'agit plutôt de découvrir d'abord

si une auto-évaluation favorise davantage l'autonomie chez l'étudiant et quelles formes elle peut alors prendre. En outre, que doit-on évaluer: les connaissances acquises, leur application dans une action précise ou la satisfaction de l'étudiant? c) 1980. d) André Morin, Richard Prégent, Zarmine Torrossian, Jean-Claude Boudreault, Robert Patenaude, Constantin Fotinas, Françoise Bray et Stéphanie Dansereau (voir plus haut).

C44 a) Program to develop reading efficiency and academic effectiveness in "high risk" CEGEP students. b) Designed to develop an effective and economical method to remedy reading disabilities and to improve academic efficiency in students whose previous academic success was limited and who therefore constitute a "high risk" population for the college, the program will give students a course in reading efficiency and a course in psychology which will include contingency management and principles of learning and motivation. These students will also be trained as reading tutors and spend one hour per week for ten weeks tutoring grade seven students in local high schools in reading. c) May 1976. d) Geraldine Schwartz and Alex Stirling, Psychology Department, John Abbott College, Ste-Anne-de-Bellevue, Que.; Susan Woodruff, English Department, Champlain Regional College, 900 Riverside Drive, St-Lambert, Que.

C45 a) Student learning laboratories. b) Pilot project of laboratory training in learning skills for University of Toronto arts and science students in 1975-76. The ultimate objective is the creation and staffing of a permanent workshop or center in which students can improve their learning skills through the use of laboratory facilities. c) Winter 1976. d) P.N. Byrne, R.G. Tiberius and W.J. Kirkness, Faculty of Medicine, University of Toronto.

C46 a) Individualized learning project. b) Investigation of innovative learning modes during first quarter of two-year electronics technology program leading to an individualized learning system, in order to improve the quality of advanced technical/vocational education and to study implications for a reduction in program length through improvement in the teaching-learning process. In-depth evaluation of the results of individualized versus traditional learning modes. c) June 1977. d) A. Stephen, Southern Alberta Institute of Technology, 1301-16th Avenue N.W., Calgary, Alta. T2M 0L4.

C47 a) Learning groups: process and outcome. b) By randomly assigning students to small learning groups, setting them an indefinite learning task, videotaping their interaction and analysing the tapes, specific learnings are identified; these are related to pre- and post-tests. c) 1976. d) John McLeish, Faculty of Education, University of Alberta. f) "Verbal behavior: a review and experimental analysis", *Journal of General Psychology*, 1975, No 93, pp. 3-66.

C48 a) Self-paced learning in introductory course on engineering materials. b) Development of modular approach to first course in materials science taken by most engineers at McMaster University. Experimental testing of study formats testing regulations and grading principles. c) Dec. 1976. d) M.B. Ives, Faculty of Engineering, McMaster University.

C49 a) Examination of new uses of television in education. c) 1977. d) R.R. Martin, Department of Chemistry, University of Western Ontario; D.A. Humphreys, Department of Chemistry, McMaster University.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C50 a) La gestion des organisations - une expérience multi-média. b) Projet d'enseignement individualisé multi-média, exportable à différents lieux, adaptable à différentes clientèles et utilisable par d'autres personnes que les spécialistes de contenu. Il a comme objectif d'uniformiser le contenu, de fournir à l'étudiant l'occasion de s'intégrer dans un groupe et de lui permettre d'organiser et de prendre en charge son propre apprentissage. Système d'apprentissage modulaire et programme utilisant plusieurs média. c) 1976. d) Pierre Simon, Module administration, et Réal Larose, Service pédagogique universitaire, Université du Québec à Montréal.

C51 a) Simulation gaming in Canadian history. b) Investigation and bibliography into the use of simulation gaming in teaching Canadian history at the college level. What can be simulated? How to do it? Why simulate? Report 112 p. c) August 1975. d) T.K. Cavanagh, Champlain Regional College, Lennoxville, Que.

C52 a) Computer-assisted instruction in college chemistry. b) Results of a two-year study in which CAI served as major component of a college-level introductory chemistry course. The use of CAI together with explicit learning objectives and some components of the Keller Plan markedly reduced the number of failing students and significantly improved the performance of the class as a whole in the subsequent course they undertook. c) May 1975. d) Stephen K. Lower, Department of Chemistry, Simon Fraser University.

C53 a) Effectiveness of a CAI-taught electrical theory course for training electrical apprentices. b) An experimental group of 13 electrical apprentices received training in basic electrical theory using computer-assisted instruction, a control group of 15 apprentices via traditional classroom methods. Achievement test scores showed no significant difference between the groups, but the CAI group showed a 50% reduction in total instructional time. Report 56 p. c) Dec. 1975. d) M.W. Petruk, Faculty of Education, University of Alberta. e) Canada Manpower and Immigration, Ottawa, Ont. K1A 0J9.

C54 a) Computer-assisted instruction. b) Development and application of CAI in an introductory computer programming course; engage CAI in an ongoing program. c) Sept. 1976. d) S. Seethram, Department of Business Administration, Northern Alberta Institute of Technology, Edmonton, Alta. T5G 2R1.

C55 a) Unitized learning packages for food and beverage training program. b) To develop a series of unitized learning packages in mixology. Each of the 59 lessons in the self-study course contains written documentation, objectives, pre- and post-tests with answers, information regarding the ingredients, practice cycle, evaluation by the student, audio support (tape cassette) and visual support (color slides). c) Nov. 1975. d) P. Herrick and L.M. Morgan, Division of Research and Academic Development, Northern Alberta Institute of Technology, Edmonton, Alta. T5G 2R1; K. Puffer, Faculty of Education, University of Alberta. f) Department of Manpower and Immigration, 305 Rideau Street, Ottawa, Ont. K1A 0J9.

C56 a) Experimental program to improve first-year teaching and learning. b) In an experimental self-instruction centre with different types of material, students may obtain individual help to improve numerical skills and writing ability; workshops in essay preparation and basic grammar are also sponsored. Tests of numerical and grammatical skills have been prepared in cooperation with first-year

instructors. Attendance is voluntary. c) June 1976. d) J.I. Lodge, Faculty of Arts and Science, and H.G. Morrison, Self-Instruction Centre, Trent University.

C57 a) Self- versus machine-paced audio tapes in training for specific skills. b) To facilitate a more truly self-paced learning experience, the project explores the extent to which students exploit the opportunity provided by a continuously variable speech control (VSC) recorder to study taped material, accompanied by visual aids, at rates more rapid than the originally recorded speech rate of the instructor. In gathering data, VSC playback machines, each linked to a chart recorder, are used. c) Sept. 1976. d) J.E.J. Habowsky and D. des S. Thomas, Department of Biology, University of Windsor.

C58 a) Evaluation of preliminary field trials of CAI electricity. b) Comparison of the effectiveness of the CAI method to conventional instruction using a college level electricity course (DC theory) with two matched groups of 22 students each. Results indicate no significant differences between the effectiveness of the two methods, although the CAI students performed under somewhat adverse conditions due to computer breakdowns and waiting for the material to be available on the computer terminals. Report 55 p. c) Jan. 1975. d) V. Antic, Electrical and Electronics Technology Department, Centennial College, 651 Warden Avenue, Scarborough, Ont. M1L 3Z6.

C59 a) Assessment of audio-tutorial methods in teaching introductory biology and genetics. b) Audio-tutorial methods are used to teach three classes (principles of biology, diversity of organisms and introductory genetics). Variations in self-pacing, "on demand testing" and other forms of evaluation are being assessed. c) Ongoing. d) L.E. Haley, R.P. McBride and C. Schom, Department of Biology, Dalhousie University.

C60 a) Natural resources and the limits to growth. b) Experiment in teaching economics through the critical study of an interactive computer model. J. Forrester's "World 2" model was made accessible to students via an interactive terminal. Students were encouraged to evaluate the model analytically and by experimentation with parameter changes. The computer simulation technique generated much interest, but the model used was judged inadequate. c) April 1975. d) J.R. Williams and R.A. Muller, Department of Economics, McMaster University.

C61 a) Computer application in teaching geological photo-interpretation. b) The project comprises the development of: a computer-based storage and retrieval system of photographic, photogrammetric and photogeologic data and a series of output listings for use in teaching geological photo-interpretation; a system of automatic correction of computer-based laboratory work; a system of auto-correction and auto-notation of unassisted photogeological work done by students outside regular laboratory hours, by dealing directly with the computer. Purpose is to increase course productivity (two- to three-fold increase), to reduce correction time (20- to 30-fold reduction) and to familiarize students with computer-based manipulation of geological data. c) 1977. d) Peter P. David, Département de géologie, Université de Montréal.

C62 a) Improvement of self-paced study programs in engineering. b) Design and evaluation of self-paced, tutorial method for teaching engineering courses requiring cognitive skills in the analysis and synthesis of knowledge for integrated

process engineering design application. Two deficiencies of the conventional lecture method are avoided: the inefficiency of the lock-step requirement of students with different learning patterns and the lack of continuous feedback and opportunity for corrective action with regard to student difficulties. At present the method is being devised and tested for a course on mass transfer requiring quantitative deductions by students training for the chemical engineering profession. Operational manuals have been developed. c) Sept. 1976. d) M. Moo-Young and C.W. Robinson, Faculty of Engineering, University of Waterloo.

C63 Système informatique de contrôle d'apprentissage. b) Pour une matière enseignée à un grand groupe (environ 500 inscriptions par trimestre), informatisation d'un système de contrôle pour une matière modulaire où l'étudiant procède à son propre rythme. A partir d'une banque de questions, le système produit des questionnaires tous différents; ils sont de difficultés constantes pour un même module. Le système corrige les réponses sur cartes IBM, surveille les cas possibles de plagiat, calcule les notes, tient les dossiers et des statistiques de réussite sur chaque question, et peut administrer un système de réservation de places à la salle de contrôle. Environ 8000 questionnaires différents sont produits par trimestre dans une matière divisée en 18 modules. Le système produit présentement des questionnaires "ordinaires" (sur papier), mais on est à mettre au point une version sur terminal où l'étudiant pourra se présenter au contrôle à toute heure du jour. c) Sept. 1977. d) Gilles Génier, Réjean Labonville, Michel Gou et Jean Lavoie, Ecole Polytechnique, C.P. 6079, Succursale "A", Montréal, Qué. H3C 3A7.

C64 a) Dimensions of curriculum planning in the social services. b) Exploration of issues affecting curriculum planning in the social services, including an examination of university and community college programs. EdD thesis OISE. c) June 1977. d) Miriam Hutton, School of Social Work, University of Manitoba.

See also/Voir aussi:

A1 To know ourselves - the report of the Commission on Canadian Studies.

A2 Se connaître - le rapport de la Commission sur les études canadiennes.

A7 Report on the survey of Canadian colleges and universities by the Committee to Investigate Teaching.

A18 Vers un cadre d'enseignement du design.

A30 Historical introduction to the teaching of international law in Canada.

B7 La phase pratique de l'enseignement en technologie agricole au Collège d'Alma.

D8 A proposed in-service training program for academic administrators in Ontario community colleges.

E35 Follow-up study to evaluate programs and instruction at Alberta Vocational Centre Grouard.

E46 Interfaces between post-secondary education, primary and secondary education,

and the labor market.

F5 Conversations à travers 1'ordinateur/Conversations through the computer.

F6 Use of satellites in higher education/L'utilisation des satellites dans 1'enseignement supérieur.

F10 Development of the first degree program in Nova Scotia for vocational teachers.

F23 Telemedicine experiments.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employment conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) The Senate Task Force on the Status of Women: report on academic women. b) Statistical enquiry into salary structures and career patterns of University of Alberta female faculty in order to assess the influence of various factors, in particular an individual's sex, on salary levels, hiring practices and promotion policies as they affect women academics vis-à-vis their male counterparts. The techniques of multiple regression analyses and discriminate probabilities are employed to determine discrepancies, if any, in salaries. The high reliability of the results obtained is discussed. c) March 1975.. d) N. Mehra, Office of Institutional Research and Planning, University of Alberta. f) The Senate, University of Alberta.

D2 a) Growth and characteristics of full-time university teachers, 1956-57 to 1974-75 - Part I. (Part II: see D3) b) A 20-year historical time series shows the size of the university teaching force and characteristics such as sex, age, rank, salary and qualifications, on the national and regional levels. A number of conclusions are drawn. Report 75 p. c) Fall 1975. d) Max von Zur-Muehlen, Education Support Branch, Department of the Secretary of State, 130 Slater, Ottawa, Ont. K1A 0M5.

D3 a) Profile of university faculty in the mid-seventies - Part II. (Part I: see D2) b) Descriptive analysis of university teachers for the years 1971-72 to 1974-75, including origin, previous employment, year of appointment and residence status, with particular emphasis on socio-economic characteristics of teachers appointed during that period compared with the total number of teachers. c) Jan. 1976. d) Max von Zur-Muehlen (as above).

D4 a) Professional activities of anglophone and francophone engineering professors in Quebec. b) Examination of the implications of institutional environment, place of post-graduate training and ethnicity for patterns of professional activity and networks of scholarly communication among professors at McGill's Faculty of Engineering and the Ecole Polytechnique. c) Sept. 1976. d) Thomas O. Eisemon, Faculty of Education, McGill University; Yakov Rabkine, Institut d'histoire et sociopolitique des sciences, Université de Montréal.

D5 a) Optimizing faculty staffing decisions in changing and conflicting conditions. b) The paper's aim is to provide an operational frame of reference of financial exigence as it relates to faculty reduction or reallocation in academic disciplines. A special case is made to pinpoint the importance of determining disciplinary constraints along with management constraints in developing recruiting and dismissing criteria for faculty. A model is presented. c) May 1975. d) Charles H. Belanger, Office of Institutional Research, Université de Montréal; F Craig Johnson, Educational Management Systems, Florida State University, Tallahassee, Fla. f) *Proceedings of the 15th Annual Forum*, ed. Robert G. Cope, Association for Institutional Research 1975.

D6 a) Planning and controlling an equal employment opportunity affirmative

action plan. b) Procedures manual presenting techniques for developing appropriate long-range employment goals, a discrepancy index and realistic short-range hiring goals, including techniques for selecting well-qualified suitable candidates while continuing toward equal employment opportunity for all. c) May 1975. d) Charles H. Belanger, Office of Institutional Research, Université de Montréal; Dan R. Coleman, Office of Institutional Research, Florida Technological University, Orlando, Fla.

D7 a) Strategies and procedures used in developing goals for an equal employment opportunity affirmative program. b) Article delineating the principal components of planning and controlling an effective affirmative action program, justifying their necessity and providing a realistic approach to affirmative action. c) Sept. 1975. d) Charles Belanger and Dan R. Coleman (as above). f) *College and University Personnel Association Journal*, Vol. 26, 15-25, Oct.-Nov. 1975.

D8 a) A proposed in-service training program for academic administrators in Ontario community colleges. b) Proposal for a three-phase, in-service training program based on estimated job needs of presidents and senior academic officers. Opinions were sought using a three-round Delphi questionnaire with 65 objective job contents items, and three subjective statements about program format. The program head is perceived as a teacher/supervisor concerned primarily with supervision of instruction, the division head as a full-fledged administrator. PhD dissertation. c) March 1976. d) George H. Robertson, Mohawk Valley Community College, 1101 Sherman Drive, Utica, N.Y. 13501.

See also/Voir aussi:

A1 To know ourselves - the report of the Commission on Canadian Studies.

A2 Se connaître - le rapport de la Commission sur les études canadiennes.

A7 Report on the survey of Canadian colleges and universities by the Committee to Investigate Teaching.

A10 Recent trends in management education in Canadian universities.

A42 Women and the colleges of applied arts and technology.

A43 Status of women in Ontario universities.

A44 Women in Canadian universities - a statistical compendium/La femme dans l'université canadienne - un compendium statistique.

B6 Labour costs in Canada 1974/Coûts de la main-d'oeuvre au Canada 1974.

B8 The role of the community college president.

B17 Benefit-cost analyses of nurse practitioner training.

B20 IS book.

B21 Analysis of faculty salaries.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

B27 Faculty flow model.

C19 Development of upgrading course for Northern Alberta Institute of Technology instructors: curriculum development and instructional/learning systems.

C31 Teaching and learning, an individualized course in teaching higher education.

E STUDENTS/ETUDIANTS

Characteristics; socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; athletics; housing; drugs; special types of student.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; sports; logement; drogues; types spéciaux d'étudiants.

E1 a) Special admissions project. b) Project focuses upon persons between ages 18 and 21 who do not qualify for admission to Queen's University under normal standards, but show promise of benefitting from university work. Over a three-year period, 106 applicants were admitted on the basis of tests of motivation, scholastic achievement and intellectual ability. Their test performance and success at university is being compared with matched groups, students with low high-school averages and mature students, thus ascertaining the predicted value of the test battery. c) 1979. Four interim reports available: general plan of the project; public announcement of the project and characteristics of the applicants; testing and selecting the applicants; academic progress. d) Marilyn F. Hood and Gerald J.S. Wilde, Department of Psychology, Queen's University.

E2 a) Educational and occupational aspirations and expectations and their discrepancies for Canadian highschool youth. b) On the basis of questionnaires administered to 949 highschool students in the Calgary area, the levels of education desired and expected are being examined as they are influenced by structural and cultural factors; the discrepancy between desires and expectations is of special interest. Additional analyses of curriculum type, self-reported grades and self-concept are being conducted. c) Continuing. d) Merlin B. Brinkerhoff, Department of Sociology, University of Calgary.

E3 a) Analysis of provincial student support. b) Report to the Alberta Cabinet Committee on Social Policy and Planning, containing a comprehensive inventory and analysis of all forms of support to students and trainees in Alberta, including funding, legal mandates, evaluation, administrative staff, costs, etc. c) 1976. d) P. Tietzen, Students' Finance Board, 700 Devonian Building, 11160 Jasper Avenue, Edmonton, Alta.

E4 a) Student aid report. b) The report traces the history of student aid in Nova Scotia and the application of the Canada Student Loans Act, explores constitutional restrictions on student aid and the roles of the federal government and the provinces, and discusses current issues. 200 p. c) Oct. 1975. d) G. Armsworthy and R.B. Ward. f) Dalhousie Student Union, Dalhousie University.

E5 a) Projet de recherche sur l'évaluation du vocabulaire actif de l'étudiant de première session de niveau collégial. b) L'objectif est de déterminer si le niveau des connaissances linguistiques des étudiants répond aux exigences des cours enseignés; de décrire la langue orale actuellement utilisée par l'étudiant et le jugement des professeurs sur ce langage; et d'étudier l'importance des facteurs linguistiques dans l'évaluation de l'étudiant. c) Hiver 1976. Rapport de pro-

gression, 106 p., oct. 1975. d) André Martin, Jean Godin et Josiane Hamers, Collège Ahuntsic, 9155 rue Saint-Hubert, Montréal, Qué. H2M 1Y8.

E6 a) Accessibility to higher education in Ontario. b) Use is made of data from Ministry of Education, City of Toronto Board and the old Carnegie study. c) 1976. d) John Buttrick, Economics Department, York University. f) Ontario Economic Council, 950 Yonge Street, Toronto, Ont. M4W 2J4.

E7 a) Mennonite students in Western Canadian universities. b) Study focuses on values, attitudes and beliefs of Mennonite students and seeks to establish a trend by comparing current findings to those found five years ago. c) July 1976. d) J.J. Bergen and D. Friesen, Faculty of Education, University of Alberta.

E8 a) Some determinants of post-secondary school aspirations. b) During the spring of 1974, Statistics Canada carried out a survey of about 20,000 senior secondary students in Alberta, New Brunswick, Prince Edward Island and the two territories to determine their educational and occupational aspirations. In the present paper, educational aspirations are linked to various socio-economic and demographic factors. c) Nov. 1975. d) David Zussman and Martynas A. Ycas, Education Support Branch, Department of the Secretary of State, 130 Slater, Ottawa, Ont. K1A 0M5.

E9 a) Post-secondary student survey 1975. b) A questionnaire survey sponsored by the Secretary of State Department and Statistics Canada was undertaken to measure educational and occupational plans of a random sample of 65,000 post-secondary students, including financial needs, income and expenditures, socio-economic characteristics, mobility, attitudes and aspirations. The data are being prepared for use by interested researchers. c) April 1975. d) David Zussman (as above).

E10 a) Canadian students abroad and foreign students in Canada. b) The report which contains statistics and accompanying commentary focuses mainly on foreign students in Canada: numbers, country of origin, fee structure and students' income and expenditure patterns, etc., classified by level, type, field and place of study. Characteristics of Canadian students in the USA, Great Britain and other countries are also described. 156 p. c) Fall 1975. d) Max von Zur-Muehlen, Education Support Branch, Department of the Secretary of State, 130 Slater, Ottawa, Ont. K1A 0M5.

E11 a) Foreign students in Canada: some unresolved issues. b) In conjunction with the preceding report (E10), a discussion paper has been prepared exploring some of the policy issues presented by foreign students in Canada, such as country of origin, educational costs, and possible policy options. 18 p. c) Fall 1975. d) Max von Zur-Muehlen (as above).

E12 a) Master's students in Canada. b) The study summarizes enrolment and graduation patterns of master's students by field of study and selected disciplines over time and provides a 1972 socio-economic profile of full- and part-time master's students, including information on sex, age, number of children, country of birth, citizenship and immigration status, province of residence, reasons for graduate study and anticipated employment sector. Report 65 p. c) Fall 1975. d) Max von Zur-Muehlen (as above).

E13 a) PhD students in Canada. b) The report gives the growth pattern of full-

and part-time PhD enrolment during the 60s and early 70s by field of study and region, together with the number of PhDs granted, and discusses students' socio-economic characteristics, including sex, marital status, country of birth and anticipated employment sector. 75 p. c) Fall 1975. d) Max von Zur-Muehlen (as above).

E14 a) Profile of PhDs in Canada. b) Study of socio-economic characteristics of PhDs in Canada in 1973, including field of study, province of residence, labor force status, sex, age, geographic origin, period of immigration, employment sector and income level. Some policy issues are raised. Report 25 p., including 14 tables. c) Fall 1975. d) Max von Zur-Muehlen (as above).

E15 a) The PhD dilemma revisited. b) This report updates and expands on the 1972 Economic Council study *Issues in Canadian Higher Education: The PhD Dilemma*, explores issues raised during the last three years and anticipates future trends. 50 p. c) Fall 1975. d) Max von Zur-Muehlen (as above).

E16 a) Post-doctorals in Canada in the mid-seventies. b) Study of socio-economic characteristics, including sex, marital status, age, field of research, country of birth, citizenship and residence status, anticipated employment sector and career location. The data are interpreted and some policy issues are discussed. Report 38 p. c) Fall 1975. d) Max von Zur-Muehlen (as above).

E17 a) Council of Ontario Universities testing project. b) Technical manuals on CTEL (English test) and CMPT (maths placement). Comparison between two groups of freshmen on background characteristics, in college performance and CTEL and CMPT scores. c) Sept. 1976. Interim reports available. d) Vincent D'Oyley, OISE.

E18 a) Student perceptions of student teaching in a sample of ten Canadian universities. b) Study of student perceptions of the nature and value of teaching practice in schools in ten Canadian and two American universities. c) Ongoing. d) E.L. Edmonds, University of Prince Edward Island; F. Bessai, University of Regina.

E19 a) Les diplômés en sciences de l'éducation. b) Etude de la concordance entre l'emploi et la formation universitaire. c) Mai 1975. d) Avigdor Farine, Faculté des sciences de l'éducation, Université de Montréal. f) La librairie, Université de Montréal.

E20 a) Aspects de l'expérience universitaire et de la carrière professionnelle des étudiants. b) Les diplômés et les étudiants qui ont abandonné leurs études pour 1973-74 à l'Université de Montréal en sciences pures et sciences humaines. c) Sept, 1975. d) Avigdor Farine (voir plus haut). f) La librairie, Université de Montréal.

E21 a) College to university articulation study. b) Follow-up of students from 14 B.C. community colleges transferring to three provincial universities. Results presented by faculty, department and course. College student performances compared with "native" university students. c) Feb. 1976. d) John D. Dennison, Faculty of Education, University of British Columbia; Alex Tunner and Glen C. Forrester, B.C. Research, 3650 Westbrook Crescent, Vancouver, B.C. V6S 2L2; Gordon Jones, Vancouver Community College, 675 West Hastings Street, Vancouver, B.C. f) B.C. Research.

E STUDENTS/ETUDIANTS

E22 a) Students' attitudes towards a provincial election. b) University students responded to questions about the March 1975 provincial election in Alberta. The first finding was that they were poorly acquainted with the issues involved, the second that this was particularly true of females. A great deal of apathy was observed. c) Spring 1975. d) Charles C. Anderson, Faculty of Education, University of Alberta.

E23 a) The value of values. b) Using university subjects, two findings were established: tests of values, like that of Rokeach, predict nothing, even describe nothing; tests of cultural preferences indicate that education students perform more like commonplace people than like the intellectual elite they are supposed to be. c) Spring 1975. d) Charles C. Anderson (as above).

E24 a) Analysis of characteristics of students registered in non-credit programs. b) To describe non-credit students in terms of demographic variables such as age, educational level, occupation, income level and location and type of residence; continuing education involvement with other institutions such as community colleges and school boards; factors motivating participation in university non-credit courses; and individual preferences re various learning styles. c) April 1976. d) G.M. Farrell, Division of Continuing Education, University of Victoria.

E25 a) Bending the rules. b) Study of the decision making process at Scarborough College regarding students' petitions for exceptions from academic rules. Analysis of 550 petitions; coding system for analysis. Theoretical discussion of decision-making processes and concepts of equity and fairness within a college system. 100 p., mimeo, bound. c) 1975. d) John Alan Lee, Department of Sociology, Scarborough College, West Hill, Ont. M1C 1A4.

E26 a) Recherche et élaboration d'un programme de simulation en vue de connaître l'évolution des coûts d'un régime d'aide financière aux étudiants de niveau post-secondaire. c) Mars 1976. d) Annette Plante, Service des prêts et bourses aux étudiants, Ministère de l'Education, 1035 de la Chevrotière, 22ème étage, Québec, Qué.

E27 a) Recherche et élaboration du contenu et de la présentation d'un annuaire statistique sur les diverses composantes du régime d'aide financière aux étudiants. c) Mars 1976. d) Annette Plante (voir plus haut).

E28 a) Etude sur l'indexation du budget étudiant comme composante d'un régime d'aide financière aux étudiants. c) Nov. 1975. d) Jacques Fournier et Gilbert Leblanc, Direction générale de la planification, Ministère de l'Education, 1035 de la Chevrotière, 8ème étage, Québec, Qué.

E29 a) Etude sur le fardeau de l'endettement étudiant, dans un régime d'aide financière aux étudiants, sous forme de prêts et de bourses. c) Mars 1976. d) Jacques Fournier et Gilbert Leblanc (voir plus haut).

E30 a) Les étudiants du CEGEP F.-X. Garneau, enquête socio-économique et pédagogique. b) Caractéristiques socio-économiques des étudiants; les étudiants vis-à-vis du CEGEP, de l'enseignement au CEGEP et des services; les activités des étudiants. c) Déc. 1976. d) Francine Landry, Centre de documentation pédagogique, CEGEP F.-X. Garneau, 1600 boulevard de l'Entente, Québec, Qué.

E STUDENTS/ETUDIANTS

E31 a) Les influences chez les étudiants à la maîtrise de l'Université de Moncton dans leur choix de s'inscrire à l'Université de Moncton. b) La recherche a pour but de mesurer l'influence de quatre facteurs - facteurs intellectuels, pratiques, sociaux et l'avis des autres - dans le choix d'une institution d'études graduées. d) Roméo Cormier, Moncton, N.-B. f) Université de Moncton.

E32 a) Post-secondary aspirations of highschool seniors from different settings. b) Case study, in conjunction with the Durham Regional Board of Education, to examine highschool seniors' post-secondary aspirations from different community backgrounds (rural farm, rural non farm, village, small town and city) within different school locales and environments (bussed and resident students). c) May 1976. d) Gilbert Patrick O'Neill, Pefferlaw R.R. 2, Ont. L0E 1N0.

E33 a) Attrition study. b) Student attrition study based on five complete years of data to observe the student flow process and provide a basis for anticipating future trends. c) Spring 1975. d) Henk Van Hunen, Department of Information Analysis and Systems, University of Western Ontario.

E34 a) The effects that physical attractiveness has upon student-teachers' expectations of five grade pupils. b) To examine the importance of physical attractiveness in the manner in which students are evaluated by student-teachers. It is hypothesized that the longer student-teachers have been in university the less likely they will be to use physical attractiveness as a criterion for evaluating students. c) March 1976. d) Rodney A. Clifton and Ishmael J. Baksh, Faculty of Education, Memorial University.

E35 a) Follow-up study to evaluate programs and instruction at Alberta Vocational Centre Grouard. b) Follow-up survey of students to determine their success and the applicability of their training. c) Oct. 1975. d) Kendal S. Tang, Alberta Vocational Centre, Grouard, Alta.

E36 a) Study of student housing in Alberta. b) Survey and assessment of student housing. c) Dec. 1975. d) Brian G. Marshall, Planning Secretariat, Advanced Education and Manpower, 11160 Jasper Avenue, Edmonton, Alta.

E37 a) Reduction of anxiety in education students. b) Designed to assess and remedy problems of performance anxiety, the project compares the effectiveness of various forms of systematic desensitization and relaxation as self-management in reducing performance anxiety in preprofessional year education students. c) June 1976. d) Jerry L. Deffenbacher, Faculty of Education, University of Victoria.

E38 a) Alumni career information service. b) Service to give undergraduates an opportunity to have an interview with someone in their chosen field. Alumni were canvassed and responses filed according to profession. Alumni association acts as intermediary between students and alumni. c) Ongoing. d) B. Paul Sutherland, Alumni Association, University of Victoria.

E39 a) Educational experience of part-time university students: social characteristics and academic achievement. b) Analysis of the demographic background of part-time students at Sir George Williams University and study of relationships between these factors and certain academic outcomes. c) June 1975. d) J.K. Bhatnagar, Department of Education, Sir George Williams Campus, Concordia University.

E STUDENTS/ETUDIANTS

E40 a) Educational experience of part-time university students: factors associated with drop-out. b) The study focuses on drop-out, a phenomenon of major concern in part-time university education. c) June 1975. d) J.K. Bhatnagar (as above).

E41 a) Family size and career decisions. b) Investigation of relationships between family size and (1) career decisions of Newfoundland grade XI students 1973-74 and (2) degree programs selected by students planning to attend Memorial University. Report 21 p., mimeo. c) Feb. 1975. d) Catherine Parsons, Department of Physical Education, and G. Llewellyn Parsons, Faculty of Education, Memorial University.

E42 a) Le financement des étudiants de niveau post-secondaire. b) L'étude vise à clarifier les aspects normatifs des subventions directes et indirectes fournies par l'état aux étudiants et à analyser les différents modes de financement en tenant compte des critères normatifs précédemment étudiés. On s'attarde surtout aux modes de financement par le gouvernement du Québec et on en évalue les effets en fonction des objectifs que l'état s'est fixé. c) Sept. 1976. d) Maurice Lalancette, 818 Pas de Calais, Saint-Nicolas, Qué. G0S 3L0; Gérard Bélanger, Faculté des sciences sociales, Université Laval.

E43 a) Survey of public opinion concerning access to the University of Alberta. b) Through a questionnaire opinions have been obtained from a sample of the public interested in university study opportunities. Some 200 people were polled at information sessions in various parts of the province. Views on open-admission provisions and perceptions of probable impact on academic procedures and standards were obtained. Preliminary analyses indicate a general acceptance of more open-admission procedures than exist at present. c) June 1976. d) J.M. Small, Faculty of Education, University of Alberta.

E44 a) Rank in class and size of community of origin as factors affecting the career choice and place of practice of medical graduates. b) The investigation attempts to show the effects of various influences such as rank in class standing, size of community of residence prior to entering medical school and place of internship or residency on choice of type and place of practice. Dalhousie medical graduates from 1950 to 1970. c) Winter 1976. d) C.B. Stewart and Douglas Ralston, Health Sciences Division, Dalhousie University.

E45 a) Choice of major and mobility patterns of University of Lethbridge graduates. b) Study to determine occupational attainments of graduates from a small liberal arts university.. c) Fall 1976. d) Ronald B. Parton and Harold Weaver, Department of Sociology, University of Lethbridge.

E46 a) Interfaces between post-secondary education, primary and secondary education, and the labor market. b) The aim is to develop an understanding of the demands for basic mathematic and communication skills of recent highschool learners and graduates in both post-secondary and work settings; to learn how satisfactorily these people meet the demands; and to look at basic skills within the context of the school system. c) Fall 1976. d) Oswald Hall and Richard Carlton, Department of Sociology and Anthropology, University of Guelph. f) Ontario Economic Council, 950 Yonge Street, Toronto, Ont. M4W 2J4.

E STUDENTS/ETUDIANTS

E47 a) Basic literacy evaluation and measurement. b) Survey of existing instruments and experimentation with the application of selected instruments to students at the first-year university and highschool levels to determine suitability of instruments, their value as predictors of first-year university performance, their diagnostic value and their utility as one component in an admission's program. c) Dec. 1975. d) D.L. Jeffrey and R.-M. Silkens, Department of English, University of Victoria.

E48 a) University of Guelph student housing requirements: 1975-1979. b) A survey of off-campus students has been conducted for the past five years. A subsequent report endeavours to predict annually the numbers of students who will be able to find off-campus accommodation. The predictions are compared with projected student enrolment and the capacity of university residences in order to identify the future for and the supply of student housing both on and off campus. c) July 1976. d) Klein and Sears (Housing Consultants), 147 Davenport Road, Toronto, Ont. under the direction of the Department of Residences, University of Guelph.

E49 a) Factors affecting medical students' ability to work on a health care team. b) Study to investigate the influence of group experience obtained in an undergraduate MD program on later performance in a health care team; to determine whether graduates of a school offering small group learning experience differ in their ability to function on such a team from graduates of more traditional schools; and to determine the relationship, if any, between team functioning and the quality of care delivered by the resident member of the health care team. c) March 1977. d) C.A. Adsett and Donna Mitchell, Faculty of Health Sciences, McMaster University. e) Donna Mitchell.

E50 a) La population étudiante du certificat en animation 1969-1974. b) Analyse secondaire de données sur le certificat d'animation de la Faculté de l'éducation permanente, Université de Montréal, et identification des caractéristiques des étudiants qui ont fait une demande au certificat, des raisons qui les incitaient à s'y inscrire et de la façon dont ils prenaient connaissance de l'existence du certificat. c) Juin 1975. d) Diane Deschamps, 3495 rue Ridgewood, Montréal, Qué. f) Faculté de l'éducation permanente, Université de Montréal.

E51 a) Les fonctions sociales de l'éducation des adultes à l'université. b) A partir de données existantes (statistiques, questionnaires), analyse des caractéristiques sociales des étudiants de la Faculté de l'éducation permanente de l'Université de Montréal et des groupes qui ont fait pression sur l'université par le biais du Service d'éducation permanente (1970-75), et analyse des perceptions de la relation éducation permanente/université. c) Nov. 1975. d) Yves Lamarche, Faculté de l'éducation permanente, Université de Montréal. f) La librairie, Université de Montréal.

E52 a) Academic performance of transfer students. b) Over the period 1970-71 to 1974-75, the academic performance of students transferring to the University of Alberta from other post-secondary institutions is examined and compared with that of local university students. Analyses are made at four levels: course, department, faculty and university. Course marks are used as criteria of academic success. c) Spring 1976. d) N. Mehra and Wm. Cairns, Office of Institutional Research and Planning, University of Alberta.

E STUDENTS/ETUDIANTS

E53 a) The resident student: a study of student opinions and reactions. b) Descriptive study of some of the basic characteristics and behavior patterns of residents of the University of Alberta Lister Hall complex. Through a questionnaire to a stratified random sample of students, information of a biographical and attitudinal nature is collected pertaining to various aspects of residence life and social and educational issues. Results are compared with those of a 1971 study. c) Fall 1976. d) N. Mehra (as above).

E54 a) Law faculty admission study. b) The University of Alberta Faculty of Law was interested in developing an initial screening device in its admission's procedures. The Law School Admission Test and the applicant's grade point average during his last two years undergraduate work proved to be reasonable accurate predictors of the grade point average in the first year of law. This device was used in the 1975-76 admissions. A follow-up study will examine its reliability and validity, and seek other predictors. c) July 1976. d) David Otto, Office of Institutional Research and Planning, University of Alberta.

E55 a) The part-time law degree program. b) As part of an examination of the feasibility of admitting part-time students to the University of Alberta Faculty of Law, 10% of the graduates who had received bachelor degrees from five undergraduate faculties at the university, three to five years ago, were surveyed. Questions put were current occupation, post-graduate schooling and "would you be interested in enrolling in a part-time bachelor of law degree program?" c) March 1976. d) David Otto (as above).

E56 a) A report on the survey of foreign students. b) Report on a questionnaire survey of 845 Canadian and 765 foreign University of Alberta students covering the desirability of an international centre on campus, one's perception of students from other countries, the nature of prejudice towards foreign students as perceived by the foreign student, and the types of problems foreign students encountered when they first came to Edmonton. 22 p. plus appendices. c) Sept. 1975. d) David Otto (as above).

E57 a) Analyse des relations entre les cours étudiés aux écoles secondaires et le succès dans des technologies spécifiques à l'Institut de technologie du Nouveau-Brunswick. b) L'étude s'étend sur les étudiants en ingéniérie et en affaires qui s'enregistraient entre 1970 et 1974. Des différences de pourcentage de points seront calculées afin de mesurer le degré de succès ou de faillite des étudiants qui ont suivi des sujets spécifiques au secondaire et de ceux qui ne les ont pas suivis. Une série d'hypothèses sera vérifiée. c) 1976.. d) Jean-Claude Belliveau, 5 Germain, Shédiac, N.-B.

E58 a) Sondage sur les plans éducatifs et professionnels des élèves francophones (12e et 13e années) des écoles secondaires de langue française de l'Ontario en 1974-75. b) Le but principal serait de définir quels sont en particulier les programmes d'études universitaires, collégiaux et professionnels requis immédiatement en français pour satisfaire aux besoins et espoirs des étudiants franco-ontariens des écoles secondaires. Ce sondage fournirait aussi des renseignements sur leurs plans éducatifs et professionnels et ferait ressortir les différences et ressemblances dans les origines sociales, les possibilités d'éducation, les expériences, la motivation et les attentes des divers groupes de ces étudiants dont les plans diffèrent pour l'avenir. Rapport sous forme de brochure, environ 100 p. c) Jan.

1976. d) Gabriel Bordeleau et Louis Desjardins, Faculté d'éducation, Université d'Ottawa. f) Conseil consultatif des Affaires franco-ontariennes, 3e étage, 880 rue Bay, Toronto, Ont.

E59 a) Post-doctoral education in the Ontario universities 1973-74. b) Report on post-doctoral fellows: background (number by university and field of study, time between PhD and post-doctoral appointment, citizenship, employment, country of employment), university position (duration of appointment, teaching services, importance of post-doctoral experience in hiring) and the financing of their education. 63 p. c) Oct. 1975. d) L.C. Payton, Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ont. M5S 2T4.

See also/Voir aussi:

A8 The developme[illegible] of Canadian education in the sixties and seventies.

A9 Canadian graduate education in review.

A10 Recent trends in management education in Canadian universities.

A42 Women and the colleges of applied arts and technology.

A43 Status of women in Ontario universities.

A44 Women in Canadian universities - a statistical compendium/La femme dans l'université canadienne - un compendium statistique.

A46 A commitment to excellence - report of a task force on graduate studies and research in the humanities and the social sciences.

B2 Evaluation du système coopératif à Sherbrooke.

B15 Non-participating study.

B17 Benefit-cost analysis of nurse practitioner training.

B19 Description and analysis of York University student flows.

B20 IS book.

B38 Follow-up study of non-matriculated adult students in the Faculty of Education, University of Alberta.

C1 Evaluation du système coopératif à Sherbrooke.

C23 Open access study plan.

C26 Grade point study.

C30 Qualitative analysis of the University of Lethbridge teacher education program.

E STUDENTS/ETUDIANTS

C34 Evaluation of master of business administration program by graduates.

C35 Study of the predictive value of the business aptitude test based on the performance of students in the Dalhousie MBA program.

C38 An analysis of the evolving clinical methods of medical students.

F17 Demand for part-time learning in Ontario.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) Goals, objectives and functions in adult education. b) Discussion of the implications of a lack of understanding of goals, objectives and functions on adult education practice. c) Spring 1975. d) Hayden Roberts, Faculty of Extension, University of Alberta. f) *Adult Education* (USA), Winter 1975 or Spring 1976.

F2 a) Survey of continuing education needs - Western Alberta. b) Needs for and perceptions of further education in the Edson-Hinton-Jasper-Grande Cache area are explored by a questionnaire administered to a 20% sample of adult residents and by interviews of community spokesmen and opinion leaders. c) May 1976. d) Hayden Roberts, Faculty of Extension, and J.M. Small, Faculty of Education, University of Alberta; Frank Boulet, Superintendent of Schools, St. Paul, Alta.

F3 a) Community vocational centres in Northwestern Alberta. b) Case study in social invention and development in education. The centres were invented to meet primarily the needs of native Canadians in isolated communities. Factors leading to their invention, organizational elements associated with them and critical challenges still confronting them are considered. c) Feb. 1975. d) B.Y. Card, Faculty of Education, University of Alberta. f) *Alberta Journal of Educational Research*, Vol. XXI, No. 3, Sept. 1975, pp. 168-182.

F4 a) The emerging role of the community education coordinator in Alberta. b) Case-study approach of emerging educational role attempting to coordinate education for entire communities, for adults as well as children. Nineteen different emerging-role situations are considered and analysed to determine the emerging role picture for the entire Alberta society. Study is concluded by empirically derived generalizations and conclusions based on sociological theory and ideological imperatives. 237 p. c) Sept. 1975. d) B.Y. Card (as above). f) University of Alberta Bookstore, $4.50.

F5 a) Conversations à travers l'ordinateur/Conversations through the computer. b) Chaque trimestre, la Télé-université donne un cours d'informatique, utilisant le langage LOGO, dans des sous-centres disséminés à travers le Québec. Les primitives MALLE et LETTRE permettent aux étudiants de communiquer entre les sous-centres et l'opérateur informe chaque étudiant des confrères qui font des projets semblables au sien. L'on analyse l'utilisation qui est faite de ce système de communication. c) Déc. 1976. d) J.S. Daniel, L. Villardier, B. Côté et M. Aubé, Télé-université, Université du Québec.

F6 a) Use of satellites in higher education/L'utilisation des satellites dans l'enseignement supérieur. b) Analysis of educational experiments by five universities in 1976-77 on the Communications Technology Satellite, to determine their implications for future communication developments. c) 1978. d) J.S. Daniel and Thérèse Lamy, Télé-université, Université du Québec; Lorne A. Parker, 975 Observatory Drive, Madison, Wisc. 53706; Murray Richmond, Athabasca University. e) J.S. Daniel.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F7 a) Distant study in French Canada - the Télé-université. b) Description of the origins and programs of the Télé-université, including a discussion of the provision of regional tutorial services and comparisons with the Open University situation. Report 16 p. c) Oct. 1975. d) J.S. Daniel and Michel Umbriaco, Télé-université, Université du Québec.

F8 a) New uses of the telephone in adult education. b) Description of telephone teaching activities in the Open University and discussion of their future development in terms of the systems in use at the Université du Québec and the University of Wisconsin. It is suggested that psychological barriers to a wider use of teleconferencing are exaggerated and that the most successful telephone teaching techniques correspond closely to the best adult education practice in ordinary classrooms. Report 13 p. c) August 1975. d) Ben Turok, Open University, England; J.S. Daniel, Télé-université, Université du Québec.

F9 a) Maritimes physician survey. b) Survey of 669 physicians to determine how they keep up to date medically, how they evaluate current programs of continuing medical education, what types of continuing education needs they have; to identify some of the situations and motivating forces that stimulate or inhibit professional growth; and to record physicians' attitudes toward working in cooperation with allied health professionals. c) Dec. 1975. d) Marvin R. Clark and John D. Walker, Division of Continuing Medical Education, Dalhousie University.

F10 a) Development of the first degree program in Nova Scotia for vocational teachers. b) The response of one university to an outside request and the steps involved in getting full university approval for the new program requested. A comparison of the program with those which have since been developed in the Atlantic area. c) April 1975. d) F.T. Parker, Summer School and Extension, Dalhousie University.

F11 a) Training professionals in broadcasting and film arts. b) Study to investigate conditions for an advanced-level school to meet the demand for persons skilled in artistic performance, direction and management, offering a complete program in the production arts and embodying a professional philosophy. Using market research techniques, the study surveyed employers in broadcasting and film-making industries and two classes of potential students: those engaged in or graduates of existing programs at universities, colleges and technical institutes, and practitioners in the industries who might seek to update their knowledge and skills through formal training. An attempt was also made to predict industry employment trends. c) April 1975. d) B.J. King, Planning and Research Services, Department of Advanced Education and Manpower, Devonian Building, Edmonton, Alta. T5K 0L1.

F12 a) Patterns of learning projects among physical education teachers. b) Investigation of the extent and some of the characteristics of learning conducted by physical education teachers. It was found that teachers participate extensively in learning and that most of the learning is self-planned. Report 28 p. c) August 1975. d) Cressy A.M. McCatty, School of Physical and Health Education, University of Toronto.

F13 a) Human resource development on the Stoney Indian Reserve at Morley and the Cree Four-Band Reserve at Hobbema. b) Phase I - collecting Indian perceptions of the human resource development needed (completed). Phase II - in conjunction

with native people, establishing priorities and specifying the educational training necessary to develop human resources. Phase III - in conjunction with native people and post-secondary institutions, developing the training programs and models to deliver the required services. c) In progress. d) I.R. Brooks and E.M. Moore-Eyman, Indian Students University Program Services, University of Calgary.

F14 a) Les styles d'interventions pratiqués auprès de la clientèle des CEGEPs. b) Analyse du niveau de satisfaction des adultes inscrits aux activités éducatives des CEGEPs concernant les différentes étapes du processus éducatif. c) Juin 1976. d) Jean-Louis Bernard, Faculté des sciences de l'éducation, Université de Montréal.

F15 a) Further education policy evaluation. b) Evaluation study of the further education policy and associated guidelines and regulations of the Alberta Department of Advanced Education and Manpower. c) June 1976. d) L.E. Whitehead, Faculty of Education, University of Calgary.

F16 a) Community school coordinator trial project: an evaluation. b) Multi-faceted program evaluation of the Alberta community schools. c) June 1975. d) Daniel L. Maloney, Program Services Division, Department of Advanced Education and Manpower, Devonian Building, Edmonton, Alta. T5K 0L1.

F17 a) Demand for part-time learning in Ontario. b) Descriptive study of nature and scope of adult learning, including characteristics of learners; where, what and why adults learn; their preferred learning methods; attitudes towards credits, degrees and diplomas; obstacles to adult learning; and cost, time and advice of the adult learner. Unpublished EdD thesis. c) 1975. d) Ignacy Waniewicz, Ontario Educational Communications Authority, Toronto, Ont. f) OISE.

F18 a) Counselling and information services for adult learners - a bibliographic review. b) Three-part report: essay reviewing the main trends of some of the literature and experiences uncovered; abstracts of 154 significant documents and bibliography of 370 other items; appendix of letters received from abroad. c) April 1975. d) Diana J. Ironside and Alan M. Thomas, OISE. f) UNESCO.

F19 a) Alberta's proposed Adult Education Act: a review. b) Analysis of the act in terms of its estimated effect on the university's role in continuing education. c) Dec. 1975. d) Duncan D. Campbell, Department of Extension, University of Alberta. f) To be published in *Canadian Journal of University Continuing Education*.

F20 a) Continuing education in the Canadian university. b) Analysis of this function in selected institutions bearing on its goal, organization, staffing, funding and programs and noting factors tending to influence it. c) Dec. 1976. d) Duncan D. Campbell (as above).

F21 a) Training adult educators. b) Based on examination of literature, observation of training programs elsewhere and a canvass of preferences of adult education practitioners, the study will offer recommendations concerning the implementation of training in Alberta. c) March 1976. d) Duncan D. Campbell (as above).

F22 a) The importance of post-literate technology in the non-formal education of pre-literate cultures. b) This investigation into the use of media for educa-

tion outside the formal institutionalized school structure, has produced three papers: description of Marshall McLuhan's theoretical contribution involving the use of post-literate technology for the education of oral cultures; outline of some examples of the use of McLuhan's theory originated by the National Film Board of Canada; theoretical description of parallel alternative educational systems that may develop because of structural discrepancies between formal and non-formal education. c) April 1976. d) J.R. Covert, Faculty of Education, Memorial University.

F23 a) Telemedicine experiments. b) Since 1973 preparatory work has been underway at Memorial University for the use in 1977 of the Communications Technology Satellite to carry out programs with research related to continuing medical education, consultation services and transmission of medical data, and community health education. c) Late 1977. d) A.M. House, Department of Continuing Medical Education, and W.C. McNamara, Educational Television Centre, Memorial University.

F24 a) PERFORMA. b) Projet inter-organisationnel de perfectionnement des enseignants au collégial, permettant de traiter collectivement et progressivement les problèmes institutionnels et pédagogiques, selon un double processus de formation et d'intervention. c) 1976. d) Marcel Riendeau, Université de Sherbrooke; Gaston Pineau et Robert Sévigny, Université de Montréal; François Gajui, Université du Québec. e) Direction générale de l'éducation permanente, Université de Sherbrooke.

F25 a) Les discours sur l'éducation permanente. b) Repérer les discours sur l'éducation permanente pour dialectiser le concept, c.à.d., l'historiser et le rendre instrumental. c) 1976. d) Gaston Pineau, Faculté de l'éducation permanente, Université de Montréal.

F26 a) Les étudiants du certificat en sciences familiales face à l'éventualité d'un second certificat - éléments d'analyse des besoins de formation. b) La recherche avait pour but d'identifier une clientèle de base pour un second certificat en sciences familiales et d'explorer ses besoins de formation. En conclusion, elle propose d'élargir la notion de sciences familiales et de les rendre accessibles à un plus large public. c) Avril 1975. d) Denis Allard et Bernard Côté, Faculté de l'éducation permanente, Université de Montréal.

F27 a) L'université et les milieux populaires: perceptions et attentes. b) A quelles conditions l'université peut-elle collaborer efficacement avec les milieux populaires? Esquisse des éléments de réponse à partir d'une analyse des perceptions et des attentes de "leaders" populaires recueillies au moyen d'un sondage. c) Sept. 1975. d) Julio Fernandez, Faculté de l'éducation permanente, Université de Montréal.

See also/Voir aussi:

A25 A summary and critique of various reports on post-secondary education in Canada, 1969-73.

C22 Learning from television.

C41 Les besoins de formation de base et de perfectionnement des pharmaciens du

Québec.

D8 A proposed in-service training program for academic administrators in Ontario community colleges.

E24 Analysis of characteristics of students registered in non-credit programs.

E39 Educational experience of part-time university students: social characteristics and academic achievement.

E40 Educational experience of part-time university students: factors associated with drop-out.

E51 Les fonctions sociales de l'éducation des adultes à l'université.

UNIVERSITY ADDRESSES/ADRESSES DES UNIVERSITES

The University of Alberta
Edmonton, Alta. T6G 2E1

Athabasca University
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Edmonton, Alta. T5L 2W4

The University of British Columbia
Vancouver, B.C. V6T 1W5

Brock University
Merrittville Highway
St. Catharines, Ont. L2S 3A1

The University of Calgary
2920-24th Avenue N.W.
Calgary, Alta. T2N 1N4

Concordia University
Sir George Williams Campus
1455 de Maisonneuve Blvd. W.
Montréal, Que. H3G 1M8

Dalhousie University
Halifax, N.S. B3H 3J5

University of Guelph
Guelph, Ont. N1G 2W1

Université Laval
Cité universitaire
Québec, Qué. G1K 7P4

The University of Lethbridge
4401 University Drive
Lethbridge, Alta. T1K 3M4

The University of Manitoba
Winnipeg, Man. R3T 2N2

McGill University
P.O. Box 6070
Montreal, Que. H3C 3G1

McMaster University
Hamilton, Ont.. L8S 4L8

Memorial University of Newfoundland
St. John's, Nfld. A1C 5S7

Université de Moncton
Moncton, N.-B. E1A 3E9

Université de Montréal
C.P. 6128
Montréal, Qué. H3C 3J7

Mount Saint Vincent University
Halifax, N.S. B3M 2J6

Ontario Institute for Studies in Education
252 Bloor Street W.
Toronto, Ont. M5S 1V5

University of Ottawa/Université d'Ottawa
550 Cumberland
Ottawa, Ont. K1N 6N5

University of Prince Edward Island
Charlottetown, P.E.I. C1A 4P3

Université du Québec
2875, boulevard Laurier
Québec, Qué. G1V 2M3

Université du Québec à Chicoutimi
930 est, rue Jacques Cartier
Chicoutimi, Qué. G7H 2B1

Université du Québec à Montréal
C.P. 8888
Montréal, Qué. H3C 3P8

Queen's University at Kingston
Kingston, Ont. K7L 3N6

University of Regina
Regina, Sask. S4S 0A2

Ryerson Polytechnical Institute
50 Gould Street
Toronto, Ont. M5B 1E8

University of Saskatchewan
Saskatoon, Sask. S7N 0W0

Université de Sherbrooke
Cité universitaire
Boulevard de l'Université
Sherbrooke, Qué. J1K 2R1

Simon Fraser University
Burnaby, B.C. V5A 1S6

UNIVERSITY ADDRESSES/ADRESSES DES UNIVERSITES

University of Toronto
Toronto, Ont. M5S 1A1

Trent University
Peterborough, Ont. K9J 7B8

University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2

University of Waterloo
Waterloo, Ont. N2L 3G1

The University of Western Ontario
1151 Richmond Street
London, Ont. N6A 3K7

University of Windsor
Windsor, Ont. N9B 3P4

York University
4700 Keele Street
Downsview, Ont. M3J 1P3

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